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NEA Today

WASHINGTON, D.C. JAN/FEB 1983

A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION VOL. 1, NO. 4

NEA Takes New Agenda To Nation's Lawmakers

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PRESIDENT'S VIEWPOINT

And We've Only Begun

The new players have not yet settled in their seats, but already many of the old players have changed their tune. And the melody is sweet.

- Representative Jack Kemp (R-N.Y.): "There has to be change. Our problem in the election was that 'stay the course' was a static theme, when the voters wanted change."
- Representative Jim Leach (R-Iowa): "The election was a very firm call for a midterm correction."
- Representative E. Clay Shaw, Jr. (R-Fla.): ". . . we're facing a situation where the great communicator has to become the great compromiser."

How does such a fresh tune so quickly become a dominant theme? Texas provides a clue—Texas and two million hours. That's the amount of time members of the Texas State Teachers Association (TSTA) promised—and delivered—to Mark White's gubernatorial campaign. Collectively they squeezed almost seven centuries of eight-hour days into less than a year. Mark White is now Governor-Elect White.

The political efforts of NEA members in Texas reflect the nationwide energy and commitment that justify the claim that on the first Tuesday of last November, the education community made the difference.

Governor White expressed that sentiment, and variations on it were heard around the country: from governors—Dukakis (D) in Massachusetts, Clinton (D) in Arkansas, Bryan (D) in Nevada; from senators—Bingaman (D) in New Mexico, Stafford (R) in Vermont, Lautenberg (D) in New Jersey, Weicker (R) in Connecticut; from members of the House—Bonior (D) in Michigan, Packard (R) in California, Smith (D) in Iowa.

We are proud of the impact our bipartisan pro–public education strategy had on the election returns. We do not

NEA President
Willard McGuire

claim that strategy produced a mandate. For effort, we deserve an *A*—for results, perhaps a *B*. But those results did help reverse the momentum of the Reagan ideology.

In November 1982, the foes of public education learned how well the American people understand that assaults on our public schools are assaults on our nation's future. And they learned the hard way that teachers and other school employees will not tolerate those assaults.

From the millions of hours that NEA members spent on the campaign trail, a few moments capture the tenor of their unprecedented effort.

The moment that Millicent Fenwick—an incumbent, a folk hero, charismatic, charming—told New Jersey Education Association government relations committee chair Betty Kraemer, "My dear, if you would go back to your lesson plans and leave government to those of us who know what we're doing," she forfeited a powerful constituency.

And when gubernatorial candidate Bob Kerrey took the opposite course and asked Nebraska social studies teacher Steve Wiitala to leave his lesson plans behind temporarily and serve as campaign manager, he acquired the backing that assured his victory.

Another contrast: incumbent Governor Frank White denounced the Arkansas Education Association as "greedy and insensitive." Within days, his lead in the polls belonged to challenger William Clinton.

A less arrogant candidate, Ron Packard—fighting to survive as a write-in candidate—enlisted the support of three CTA/NEA locals in California's 43rd congressional district. Packard became the fourth write-in victor in the history of U.S. congressional races.

And a moment heavy with symbolism—again in Texas: the new governor has pledged that among his first official acts will be a march to the governor's mansion, with TSTA members at his side, to unlock the chains the former governor placed on the gates. No longer will the mansion be a sanctuary from the people or from those who serve the people in the classroom.

Finally, a moment to savor: Nebraska Secretary of State Allen Beermann, struggling to explain Kerrey's victory over incumbent Governor Thone, inadvertently paid glowing and fitting tribute to Association people power. What made the difference, said Beermann, were the "30,000 members" of the Nebraska State Education Association (NSEA).

NSEA has a membership of 19,000.

TRENDS

Eve-olution

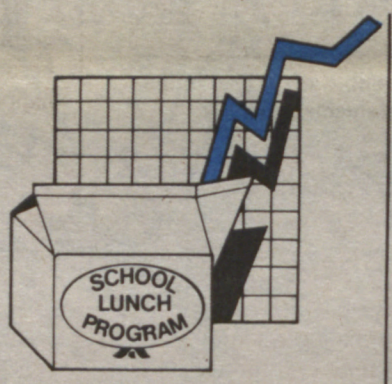
The life expectancy gap between men and women is 7.5 years—and widening, according to the most recent U.S. Census Bureau projections. This finding appears to refute the theory (soothing to male egos) that the absence of work-related stress accounts for female longevity.

Women are now experiencing that stress—and living to tell about it far longer than their male counterparts. Medical experts, while still puzzled, lean toward the view that genetic factors may account for females' longer life span.

No Food for Thought . . .

Some 3.2 million fewer children are buying school lunches this year than last—and 2,700 fewer schools are serving the federally subsidized meals, according to a recent Department of Agriculture report. The Department attributed the decline to the billion dollars the government has sliced from the school lunch program.

The report concludes that the



nutrition of low-income students has been severely affected. The release of these data coincided with reports that the Reagan Administration plans to ask Congress to permit schools to raise lunch prices for low-income students once again. This year, the average price jumped 17 percent.

And No Thought for Food

Despite substantial evidence linking inadequate diet to many of the most common and most lethal health ailments, school textbooks tend to ignore the issue entirely. The problem, according to the Center for Science in the Public Interest, is that textbook authors and editors "studiously avoid information that might be . . . detrimental to business."

Almost all textbooks organize material on nutrition around the concept of "the four basic food groups"—an approach that downplays critical distinctions. The vegetable group, for example, includes both potatoes and potato chips—and treats them as equals. Ketchup, anyone?

More PacMania

The coins are going in the slots, not over the counter. That's one explanation of this year's dramatic decline in recording industry and music concert revenues. Young people have evidently figured out that for the price of one record album, they can munch with Pac-Man or tangle with Donkey Kong 25 or 30 times.

Views from the Future

Student leaders nationwide favor, by a 27 to 1 margin, teaching sex education in schools. And they oppose, by 4 to 1, the authority of local school boards to ban books from school libraries and curriculums.

These views are among those expressed by 1,100 high schoolers who recently attended a National Association of Student Councils conference. The students, representing all 50 states, also expressed their disagreement with the policy of making national defense the nation's number one spending priority.

Give Us Your Studious

Foreign student enrollment continues to be one of the few areas of growth in U.S. higher education, according to the Institute of International Education (IIE).

IIE reports that more than 325,000 foreign students were enrolled on American campuses last year—a 6 percent increase over 1980-81.

Medeconomics

Warning: Researchers have determined that unemployment is dangerous to your health.

Reviewing recent medical data, psychologist Ramsey Liem and sociologist Paula Rayman conclude that policymakers are mistaken in viewing the jobless rate as simply an economic problem.

The benign view of unemployment reflected in current fiscal policy ignores solid medical evidence: the unemployed—now nearing 11 million—are especially prone to high blood pressure, digestive problems, alcoholism, insomnia, nervous exhaustion, and depression.

The unemployment line leads to the hospital, and hospital costs drain the nation's economy. Stay the course?

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FEDERAL AID

Education Block Grants: How Are They Working?

The Reagan Administration's merger of 28 diverse federal aid-to-education programs into a single block grant to each state is shifting federal dollars from poorer states and school districts to wealthier ones, preliminary studies indicate.

The new education block grants took effect on October 1, 1982. Congress enacted them in 1981 as Chapter 2 of the Education Consolidation and Improvement Act (ECIA)—a key element in the Administration's plan to reduce the federal government's role in education.

Block grants account for only 10 percent of federal education spending, but the Administration hopes eventually to bring such major programs as impact aid, handicapped, vocational, bilingual, compensatory, and Indian education under the block grant umbrella too.

Chapter 2 of ECIA folds together funds for desegregation assistance, instructional materials, guidance counseling, teacher centers, basic skills, career education, and a score of other elementary and secondary programs into one annual lump-sum grant to every state. The amount of the grant is calculated strictly on the basis of a head count of the state's population of 5- to 17-year-olds.

A state must distribute at least 80 percent of its block grant to local districts, using its own weighted formula. This formula is worked out by state education officials with the help of a broad-based advisory committee and the final blessing of the U.S. Department of Education. The advisory committee, appointed by the governor, must include representatives of public and private school students, *teachers*, parents, school boards, administrators, and the legislature.

Exactly how each school district spends its share of the state block grant is left to its own discretion, within three broad categories ("basic skills development," "educational improvement and support services," and "special projects").

The block grants had a certain initial appeal as a way to reduce paperwork, eliminate districts' need for "grantsmanship," and increase local flexibility in responding to changing needs.

The reality, however, is proving to be something else again—as NEA warned Congress in lobbying to keep as many education programs as possible out of the block grant. Not only is total funding *less* than it was under the 28 categorical programs—$455 million, down from $512 million in 1981 and $733 million in 1980—but under many states' distribution formulas, this new smaller pie is being divided into such tiny pieces (less than $5,000 per district) that it does *no* one much good.

"We've always wanted a better state grasp on federal dollars," says Grand Forks, N. Dak., elementary teacher Ray Holmberg—a Republican state legislator and NEA activist. "But now that we've finally got it, the amount is nowhere near adequate for what we want to do."

State formulas for allocating the block grant among local districts must be weighted for children who cost more to educate—whether due to poverty, physical handicaps, lack of fluency in English, population sparsity, or other factors. But in this first year, states have allocated an average of 70 percent of their block grants on the basis of district enrollment figures alone.

Nor is a district that receives extra federal funds for "high cost" students under any obligation to *spend* the funds on those students.

The sketchy federal rules governing the education block grants are very strong on one point: school districts must share their grant "equitably" with local parochial and other private schools that express interest—regardless of need.

Hit hardest by the block grants have been the urban districts under court-ordered or voluntary desegregation plans. These districts, spread across 44 states, formerly relied on federal funding under the Emergency School Assistance Act (ESAA) to meet the costs of developing magnet schools and other alternatives to busing for integration (*see story below*).

Such funds totalled $148 million last year, making ESAA the second largest of all the programs folded into the block grant. But only six states have opted to include desegregation as one of the "high cost" factors entitling districts to extra block grant funds.

The block grants have brought another big change: while total program funding has been cut, the state share has actually *increased!* The block grant law allows each state education agency to "capture" up to 20 percent of the block grant, and most states are opting for their full share.

Despite its flaws and inequities, Chapter 2 at least requires (though it does not define) "systematic consultation" of local parents, teachers, and concerned citizens as school boards plan for block grant use. It's up to organized teachers to monitor this process and speak out if they aren't adequately involved.

NEA is attempting to monitor block grant implementation nationwide and needs *your* informal reports on what's happening in your school district. Where is the money going—and are you being given a meaningful voice in the decision? NEA Intergovernmental Relations Manager Warlene Gary, 1201 Sixteenth Street, N.W., Washington, DC 20036, would like very much to hear from you.

Association members who want to have an impact on the next round of block grant decision-making at the district or state level should also consider taking NEA's new three-hour workshop, "Impact: Teachers and Public Policy," available through state affiliate Instruction and Professional Development staff contacts.

Who Wins? $$$$$ Who Loses?

Twenty-five states and the District of Columbia have **lost** significant amounts of federal education aid under the shift to block grants. Thirteen states have **gained** significantly. A dozen states are receiving within 5 percent of the amount they got before the shift. **Within** states, the federal funds are being spread thinner than ever before, with far less going to the large cities.

Gainers	Losers
Sparsely populated states with few high-cost students (Wyoming, Alaska, Nevada, Utah gain average of 19%)	States serving large numbers of poor and minority students (Mississippi, New Mexico, D.C., Louisiana, Georgia, Alabama lose average of 25%) . . . urban industrial states where poor children are concentrated in financially strapped cities (New Jersey, New York, Ohio lose average of 27%)
States that can most afford to support public education	States that can least afford to support public education
State education departments	Local school districts
Wealthier school districts and districts with no special needs	Poorer school districts and districts that formerly got aid for desegregation or other special needs
Small and medium-sized districts that rarely applied for categorical aid	Large districts with staffs skilled in the art of federal grantsmanship
Parochial and other private schools	Public schools in districts with a large number of private school students

For an outstanding desegregation effort . . .

Block Grant Spells Disaster

Education program most hurt by the shift to block grants? School desegregation, beyond any question.

In Milwaukee, Buffalo, Rochester, Philadelphia, Detroit, Seattle, Cleveland, Delaware's New Castle County, and scores of other desegregating urban districts, the story's the same: loss of millions of dollars in federal aid for magnet schools and the other special programs designed as alternatives to busing.

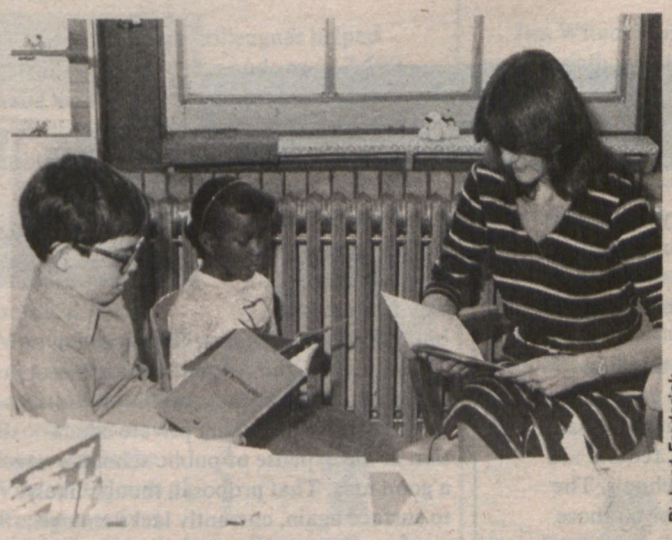
"We've lost over 85 percent of the federal funds we had last year," says Phil Rumore, president of the Buffalo Teachers Federation, a 3,300-member NEA/New York Educators Association local. "The Reaganites don't like 'forced busing,' but they've made the alternatives all but impossible. We've been sabotaged."

Buffalo's school superintendent, Eugene Reville, agrees: "This isn't a cut, this is an *obliteration.*"

Buffalo's has been called one of the most successful school integration efforts in the nation. Under court order since 1976-77, the city used "emergency school aid" (ESAA) funds to set up "magnet" programs designed to lure middle class parents—Black and White alike—back to inner-city public schools.

This year's loss of federal aid has cost 120 Buffalo teachers their jobs—and another round of RIFs is likely this spring.

"The personalized instruction that attracted parents from all over the city to send their kids to our school is exactly what we've now had to cut back," says Sharon Manganello, BTF building delegate at the Academic Challenge Center, a magnet school that's lost five ESAA-funded positions as well as three others formerly funded under Title I.



Richard Frederick

Reading enrichment teacher Renee Thompson works with students at Buffalo's Academic Challenge Center—a "magnet school" suffering a sharp drop in federal funds under the switch to block grants. Thompson, a 10-year teaching veteran, is one of the many Buffalo teachers who may be terminated this spring in a second round of RIFs.

Located in what had formerly been an all-Black school in the heart of the inner city, ACC specializes in reading and math. Its 950 pre-kindergarten through eighth grade students include both low and high achievers.

"We're down to just two remedial reading and two remedial math teachers," Manganello reports, "and we've had to assign priority grades for them to work with—3, 4, 6, and 7. If you're in another grade, forget it."

Schoolhouses... to Statehouses... to Capitol Hill

Forging a New Agenda

ADEA: A Bill That's Right for the Times

Joe Di Dio

Sen. Christopher Dodd (D-Conn.) testifies on behalf of the American Defense Education Act at a hearing last fall before the House Education and Labor Committee. At left, NEA President Willard McGuire and Government Relations Director Linda Tarr-Whelan.

In football, the best offense is often a great defense—and so it's been with NEA's legislative program.

For the past two years, the Association has been waging mostly defensive battles against some very tough opponents of public education. NEA had to dig in hard against the Reagan Administration's proposals to enact private school tuition tax credits, eliminate the Department of Education, impose school prayer, cut student loans, and water down regulations for education of the handicapped.

The year ahead will still require a strong defense, but November's election results—particularly the pro-education majority that emerged in the House of Representatives—give the Association a chance to finally go on the offensive with a bold new game plan: the proposed American Defense Education Act (ADEA).

First introduced in Congress last year by Kentucky Rep. Carl Perkins and Colorado Sen. Gary Hart at NEA's suggestion, this landmark bill is one of the Association's highest priorities in the 98th Congress.

Testifying before the House Education and Labor Committee last fall, NEA President Willard McGuire likened ADEA to the National Defense Education Act which helped boost the U.S. back into leadership in space exploration, following Sputnik.

"Just as NDEA revitalized American science and technological education," noted McGuire, "ADEA can provide a vital shot in the arm to local school boards at a time when our needs for science, technical training, and foreign language development are greater than ever before."

McGuire noted that ADEA's passage would mandate a major federal commitment to help local school districts provide higher quality instruction in mathematics, sciences, communication skills, foreign languages, and new technologies—as well as to improve guidance and counseling.

The American Defense Education Act offers $4 billion a year in local school aid to meet nation's challenges.

Examples of declining emphasis on these areas are everywhere. Fewer students are taking fewer courses and spending fewer hours studying math and science, foreign languages, and communication skills. A 1980 survey of high school seniors, for example, revealed that only one-third of those sampled had taken three years or more of high school math; only 41 percent had completed three or more years of science courses.

The percentage of American secondary students studying foreign languages dropped from 25 in the 1960's to 15 in the 1970's. The percentage of U.S. colleges requiring a foreign language for admission dropped from 33 to 8 over the same period.

The shortage of math and science teachers has been well publicized. There are only 10,000 physics teachers in the nation's 16,000 school districts, for example.

America's education priorities contrast sharply with those of other industrialized powers and Third World countries.

A student in the Soviet Union must study 10 years of math, five years of physics, and four years of chemistry, plus take intensive training in other technical areas.

Japan, with only half the population of the U.S., graduates as many engineers each year as we do.

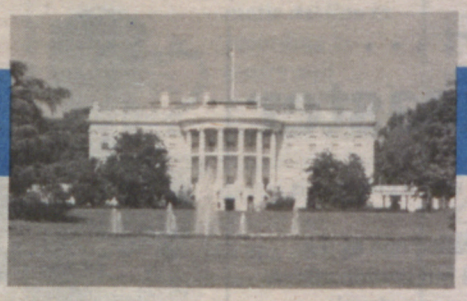
In the People's Republic of China, more students and adults are learning English than there are English-speaking people in the U.S. Yet less than one percent of American students study Chinese, Japanese, Arabic, or Russian—languages spoken by 80 percent of the world's population.

ADEA would address these weaknesses by providing incentives to local school districts to develop appropriate programs—at both the secondary and elementary levels—in partnership with teachers, business leaders, school board, parents, and the community. A school district might choose to redesign curriculums, prepare specific new courses, offer special teacher training or retraining in certain subject areas, or beef up its program in other ways.

Participation in ADEA would be voluntary, but districts opting to take part would need to meet specific requirements. Under the ADEA funding formula, each state would get a federal payment equal to 2 percent of its own average per-pupil expenditure or of the national average (currently $2,671)—whichever is higher. An additional 2 percent payment would go to those school districts whose programs fulfill ADEA's objectives.

Priced at about $4 billion a year, ADEA is a bargain—only 1.5 percent of the annual military hardware budget proposed by President Reagan. Yet it's a crucial program that can go a long way toward helping this nation develop its most valuable resource, its people.

The Reagan Presidency: A Midterm Assessment



There are at least two years left on the presidency of Ronald Reagan. That probably means two more years of confrontation with the public education community.

The Reagan Administration has promised to get the federal government out of public education, but at the same time to enact new forms of federal aid for private and parochial schools. The President has tried to deliver on those promises—but with limited success.

That's not to say Administration policies haven't hurt public education. Impact aid, school lunch programs, bilingual and vocational education, and the 28 former categorical programs now consolidated into a block grant have all suffered from a two-year $2 billion drop in federal education funds since 1980. But that's a long way from the $5 billion cut the Administration wanted.

Meanwhile, the Administration has failed to convince Congress that tuition tax credits—subsidizing private education at the expense of public schools—are a good idea. That proposal, though likely to surface again, currently lacks enough votes to spring it loose from congressional committee.

But education is only one part of the Administration's total reworking of the domestic landscape. In its first year, the Administration proposed massive cuts in a wide range of social and human service programs—and Congress went along with most of them.

Riding this crest of success, the Administration sent to Capitol Hill a three-year, 25 percent cut in tax rates, beginning with a 10 percent cut last July. Again, Congress agreed.

The Reagan policies rested on the theory that putting more money into the hands of consumers and businesses would cause the economy to soar, employment to increase, and inflation to cool.

Inflation did cool, but in the process the whole economy caught cold. Hundreds of thousands of workers lost their jobs (November's 10.8 percent jobless rate is the highest since 1938). New private housing starts fell to their all-time lowest rate, business failures climbed, and states whose budgets were in the red struggled to pick up the cost of programs that were once federally funded.

Are we better off now than we were two years ago? It depends. If you were poor then, you're poorer now, because most of the federal budget cuts hit you the hardest. If you were unemployed then, you're still not working, but you have lots more company. Some 3 million more Americans are jobless today than in January 1981. If you're middle class, you got a small tax break, but you probably still can't afford a house, a new car, or your kids' college education.

If you were rich then, congratulations—you're richer now.

for Public Education

State Affiliates Set Sights On Turning Ballots to Bills

Joe Di Dio

Massachusetts Teachers Association President Carol Doherty addresses NEA's 1982 Legislative Conference. At right is Governor Michael Dukakis.

Joe Di Dio

Ohio Education Association members will seek tax reform and more state school aid, says OEA President Don Wilson.

Across the nation, NEA state affiliates applied equal doses of political savvy and muscle last November to rack up some impressive victories. Association-endorsed candidates won 27 governorships and hundreds of seats in the state legislatures.

Now another test is at hand: translating those election victories into legislation on behalf of public education.

That will take some doing, because even where pro-education legislators and governors are in the majority, many states

Joe Di Dio

Washington Education Association President Reese Lindquist lists tax reform and local bargaining rights as key goals.

are facing serious revenue shortfalls as a result of stagnating economies and widespread unemployment.

But that doesn't mean there's no money available. Associations aim to make sure that public education gets its fair share of the state dollar. They're also proposing new programs to get state economies moving again.

The Washington Education Association and the Massachusetts Teachers Association are two of the many NEA affiliates listing tax reform near the top of their legislative agendas this year.

Washington State faces an estimated budget shortage of two to three billion dollars over the next biennium. Sixty percent of the state budget goes for education at all levels.

"Closing that gap and restoring education funding to 1980 levels will require a complete restructuring of Washington's tax system," asserts WEA President Reese Lindquist. "Our state's one of only five without an income tax, and past overdependence on fluctuating sales tax revenues has led to the current financial crisis."

WEA is also working to restore local bargaining rights—rights scrapped in 1981 in favor of state funding and control of salaries. A year after the state took control, teacher salaries were frozen.

In Massachusetts, where education and all public services are still suffering the effects of Proposition 2½, a property tax cap passed in 1978, "serious tax reform" is the Association's number one priority. Notes MTA President Carol Doherty, "Our other goals are an increase in the amount of state aid to education and a better mechanism to resolve bargaining impasses."

In Ohio, where 100 of 122 Association-backed candidates were elected in November, the Ohio Education Association is looking for a realignment of state priorities.

"Ohio's standstill approach to education has produced a standstill workforce and a stagnant economy," says OEA President Don Wilson. "While we're caught in this cycle, other states have passed us by in educational effort and the quality of their economies."

In the Lone Star State, where Association members are still basking in the glow of a 95 percent success rate on 1982 political endorsements, the Texas State Teachers Association is looking to the legislature and to newly elected Governor Mark White to address some problems ignored by White's predecessor, Bill Clements.

High on the TSTA agenda: "salary increases and a reworking of the system used to pay teachers," says TSTA President Barbara O'Neal. "We need real incentives to attract and keep good

Joe Di Dio

Pay hikes and a new salary plan will be the focus of the Texas State Teachers Association, notes President Barbara O'Neal.

teachers and encourage further training."

Meanwhile, the Arkansas Education Association proudly points to a 90 percent overall win rate for Association-backed candidates, including Governor-elect Bill Clinton.

"With a friendlier governor and legislature, we're optimistic," says AEA President Lyle French. "The new governor is committed to improving teacher salaries and retirement and to amending fair dismissal legislation to provide greater protections for teachers."

In other states as well, Associations are looking forward to working with new legislators and governors who share their views on the need to support public education.

The Iowa State Education Association, for example, through a strong political action effort, totally reversed the state legislative lineup, with both houses now more pro-education.

The Nebraska State Education Association, the Wisconsin Education Association Council, the Minnesota Education Association, and the Michigan Education Association, among others, are hoping the new governors they helped elect will in turn help put education on the legislative front burner.

All in all, not a bad outlook for state Association lobbying agendas. Many Association leaders seem to share the opinion of Washington Education Association President Lindquist.

"The elections gave us new optimism, new enthusiasm," he says. "We are determined to see education and our members' rights restored to levels we were once very proud of."

Teacher-Lawmakers

New Friends in the Statehouses

When state legislatures convene this year, more educators than ever before will be there—not as lobbyists, but as elected lawmakers. Some are veteran legislators, others first-timers.

We salute here just three of the many NEA members who'll be taking leaves of absence in the weeks ahead to represent their constituents in state capitols all across the nation.

"I ran as a working person," says Martinsburg school psychologist Sondra Lucht, a new member of the West Virginia House of Delegates.

Patrick Murphy

Sondra Lucht

"My opponent tried to make me out as a wild-eyed radical," she laughs, "but he failed."

Her Association colleagues helped Lucht knock on doors and send 17,500 handwritten letters to district voters.

Among Lucht's priorities: lowering utility rates and raising teacher salaries. "We got shortchanged last year," she says. "I aim to change that."

In his first try for political office, Montpelier chemistry and physics teacher Francis Brooks won an at-large seat in the Vermont House of Representatives.

Laurie Huse

Francis Brooks

Brooks is only the third Black in history—and the first in over 40 years—to serve in the Green Mountain State's legislature.

"I know money is tight," says Brooks, "but I'd like to see if there are other funds, such as construction money, that can be used to help the schools indirectly."

Jim Witucki surprised nearly everyone—especially his right wing opponent—by winning a seat in the Utah House of Representatives.

A Salt Lake City high school sociology and American history teacher, Witucki outpolled the two-term incumbent by only 51 votes out of 6,700 cast.

In the statehouse, Democrat Witucki plans to be the "squeaky wheel—sort of a conscience" for the overwhelmingly Republican legislature.

His issues: teacher pay hikes, a master plan for the state's fast-growing school population, and preservation of Salt Lake City's natural hillside environment.

Steve Hale

Jim Witucki

—Bill Fischer

TELEVISION

Bestseller 'The Winds of War' Comes to ABC-TV

TV mini-series based on Herman Wouk's novel can spark classroom discussion and learning.

Herman Wouk's "The Winds of War," an ABC Novel for Television, will air during 18 hours of "prime time" the week of February 6-13. Check local ABC listings for exact broadcast dates and times in your area.

The drama, starring Robert Mitchum and Ali MacGraw, is set against an international backdrop as the world is drawn into the vortex of World War II. The story focuses on an American, Pug Henry, and his family as they are scattered around the world from 1939 to 1941.

Wouk adapted the screenplay from his novel; Dan Curtis produced and directed for Paramount Television.

The following curriculum guide is designed to help you make classroom use of this seven-part program. If your classes viewed "Blood and Honor" earlier this winter and followed the curriculum guide from the November *NEA Today*, this unit may be designed as a sequel. The ideas here, however, are sufficient for a separate unit.

Grade level: Intermediate and high school.

Subject area: Social studies.

General objective: To increase students' knowledge of history, politics, and warfare.

Specific objectives:

—To examine the economic and social climate of the world from 1939 to 1941.

—To identify the events that brought America's entry into World War II.

—To observe two viewpoints of the military strategy taken by Adolf Hitler.

—To gain an understanding of political leaders, their philosophies, and their methods.

—To evaluate totalitarian and democratic governments.

—To define and understand isolationism and possible consequences.

—To recognize the value of the individual freedom found in the United States.

—To view a great novel made into film by a Pulitzer Prize-winning author.

Previewing activities and questions:

Students may work in groups to research and discuss the following topics.

TREATIES AND PACTS

The Treaty of Versailles, June 1919.

Identify Germany's economic and geographic losses that resulted from the treaty.

How did the treaty foster some of the grievances that led to World War II?

What did Japan gain?

The Kellogg-Briand Pact, August 1928.

Why was it little more than a statement of good intentions?

Munich Conference, September 1938.

What four powers attended this conference and why?

What did Hitler learn about Britain and France and what were his gains?

How did the betrayal at Munich make the word *appeasement* an indecent word in the language of diplomacy?

The Pact of Steel, May 1939.

What alliance was made and why was it a smart move?

What are the differences between the political philosophies of Mussolini's Fascism and Hitler's Nazism?

The Soviet-German Non-Aggression Pact, August 1939.

What secret terms were reached regarding Poland?

How did Great Britain respond to this pact?

Why did Stalin turn to anti-communist Hitler instead of Great Britain or France?

HITLER'S RISE IN GERMANY

How did financial unrest in Germany contribute to Hitler's successful takeover?

What were Hitler's views and platforms that helped him organize the National Socialist Party?

Why was he in prison when he wrote *Mein Kampf* in 1923? After Hitler became chancellor in 1933, what action did he take regarding the League of Nations and the Versailles Treaty?

U.S. ISOLATIONISM

How did the Neutrality Acts of 1935 and 1937 announce America's attitude toward the dissension in Europe?

Compare the meaning of isolationism during World War I with its meaning during World War II.

What did The Court of Peace —an exhibit at the 1939 World's Fair in New York—say about American society? Contrast the statement with European financial, social, and political life.

JAPAN

Why did Japan feel the League of Nations had slammed the door to further expansion after the Treaty of Versailles?

When Japan violated the Nine Power Pact by invading Manchuria, what doctrine did the United States issue?

What was the Panay Incident in 1937?

When did the U.S. Congress appropriate over $1 billion to Japan to start building a two-ocean navy?

JEWISH SURVIVAL

What was the prevailing attitude toward Jews in Europe before Hitler? What was the Jewish survival philosophy?

What are some of the reasons for the winds of unrest that were brewing in Japan, Germany, and Italy after World War I?

ABC Visual Communications

Why did Japan, Germany, and Italy find their answers in totalitarian governments and fasten their hopes on promises from leaders like Hirohito, Mussolini, or Hitler?

Postviewing activities and questions:

Discuss the concept of heroes. Which of the Henry men were heroes? What qualities did they all possess? Were any heroines depicted?

Research the biographies of Adolf Hitler, Benito Mussolini, and Winston Churchill. Write a dialogue between Hitler, Mussolini, Churchill, and fictional character General von Roon, discussing their military philosophies.

Discuss propaganda and the media's role in it. Compare Hitler's and Roosevelt's use of the media. Compare their personalities as portrayed in "The Winds of War."

Debate the pros and cons of a totalitarian philosophy. Use the international economic and social climate after World War I as a starting point for the debate.

As "scientific researchers of the world," announce the discoveries in nuclear fission leading to the final use of the atomic bomb.

Form U.S. isolationist groups—anti-war liberals, anti-Roosevelt groups, pro-Nazi groups, progressives. Portray fictional character Senator Lacoutre as leader of such a group. Present reasons for staying out of the war.

Define "The Phony War," "Blitzkrieg," and "Maginot Line" and cite the circumstances surrounding their use in the program.

Discuss the U.S. philosophy of a government for the individual; a government that upholds rights and liberties to speak, write, and work.

Discuss U.S. naivete toward the aggressive powers of Japan, Germany, and Italy and toward Germany's persecution of Jews. Would you have believed Berel Jastrow's report?

What insight did you gain about German thinking through the character General von Roon?

Write your own sequel to "The Winds of War," indicating what happens to Pug and Rhoda, Warren and Janice, Byron and Natalie.

Resources:

The Winds of War Educational Magazine for Viewers—a comprehensive, 24-page magazine underwritten by ABC and recommended for high school students. Contains a plot synopsis and discussion questions. Free from your local ABC station or the Cultural Information Service, P.O. Box 92, New York, NY 10156.

Discussion Guide for Intermediate and High School Age Groups—a six-page guide available free from ABC local affiliates or from ABC Community Relations, 1330 Avenue of the Americas, New York, NY 10019.

Teacher's Guide to the novel —free from Pocket Book Education Dept., 1230 Avenue of the Americas, New York, NY 10020.

The Holocaust Years: Society on Trial, edited by Roselle Chartock and Jack Spences. New York: Bantam Books, 1978. $1.95.

Lord, Walter. *Miracle of Dunkirk*. New York: McGraw-Hill, 1982. $16.95.

Manchester, William. *The Glory and the Dream*. New York: Bantam Books, 1978. $7.95.

Nevins, Allan and Henry S. Commager. *A Pocket History of the United States*. New York: Washington Square Press, 1971. $3.95.

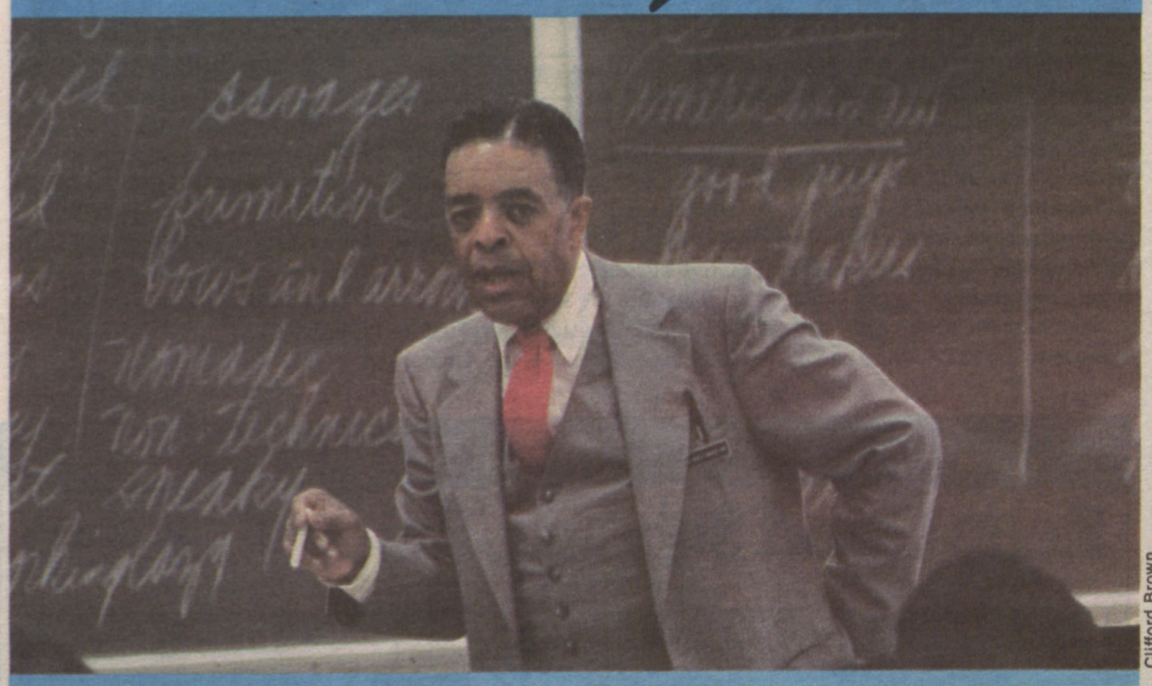
Shirer, William L. *The Rise and Fall of the Third Reich: A History of Nazi Germany*. New York: Simon & Schuster, 1960. $3.95.

Books by Herman Wouk (all are available from Pocket Books, Inc., and range in price from $3.95 to $5.95): *The Winds of War, War and Remembrance, The City Boy, The Caine Mutiny, Marjorie Morningstar, This Is My God, Youngblood Hawke, Don't Stop the Carnival.*

This study guide was prepared by NJEA-NEA member Carol Ann Hopkins, who co-teaches literature and history in an American studies program at Montclair (New Jersey) High School.

Meet:

Paul A. Gopaul



Clifford Brown

Professor... and Confessor

Not many NEA members balance the demands of two noble professions: teaching and the priesthood. But Paul A. Gopaul does. He's a professor of Afro-American and American history at California State University in Dominguez Hills. And he's a Roman Catholic priest, a member of the order of the Fathers of St. Edmund.

Gopaul is also active in the Congress of Faculty Associations (CFA), the NEA affiliate for California State University faculty. He was CFA's first statewide secretary and was an organizer in last year's representation election.

NEA Communications staff writer Sheilah Vance went to southwestern Los Angeles County to talk with Father Gopaul about his views on education, religion, and society.

You're an ordained Roman Catholic priest. Why are you teaching at a public university?
I was born in San Francisco and attended public schools there until the 12th grade. I felt I always had an obligation to teach in public education.

How do your campus activities relate to your duties as a member of the Fathers of St. Edmund?
I belong to a religious order. Our work is to help the secular clergy—the priests who work in dioceses. Teaching is one of the Edmundites' main works. My duties are to teach here in a state university and to function as the Newman chaplain on campus. On weekends, I help out in two local parishes. I often say Mass. I also do marital, drug abuse, and alcoholism counseling. Recently I started a series of workshops to help the church reach the Black community.

Why did you choose to become a Father of St. Edmund?
I asked the archbishop of San Francisco to ordain me, but he said, "What would I do with a Black priest?" In 1944, there were only two Catholic bishops in the United States who would ordain a Black to the priesthood. The Fathers of St. Edmund in Burlington, Vermont, wrote me that the bishop there would ordain me. When I was ordained in 1952, there were only 50 Black priests in the United States. Today there are about 200.

What is your role as the campus Newman chaplain?
The Newman Center is a place for Catholics on a secular campus. I counsel students and faculty. The idea is that public education is secular, which means sin-ridden, valueless, and immoral. So you just put some bright, faithful, reliable priest in that environment, and he will overcome the moral morass.

Do you agree that public education is valueless?
I have never viewed it that way, and I've been doing Newman work since 1951. The people who go into the classroom are eager to find values to help reinforce what they're teaching.

What kinds of concerns do faculty raise with you?
Faculty members might want to know what the church says they can do about assigning a reading list with a book such as Marx's *Communist Manifesto*, which Catholic students say they can't read because it's on the Church's so-called list of forbidden books. Reading those books is never a concern when they're studied under supervision.

What are some of the concerns that students bring to you?
The students get frustrated thinking, "What am I going to do with my education?" in this society where jobs are becoming a luxury. I tell them what you're going to do with your education is to get more education. It will enrich you. It will keep you from going crazy at a job where you are underemployed or for which you are genuinely a surplus person.

You are the Catholic student's on-campus authority figure on church doctrine. Does that ever create a problem?
Yes. For example, if a question

Clifford Brown

comes up on birth control, the students rush to a priest to get the church's position. Frequently, they are shocked that there is no fixed position and that I'll talk about it and hear their views rather than give them the "right" answer.

What do you think of tuition tax credits?
Ugly. First of all, they address themselves to the preservation of a right to do something at the same time they destroy the system that does it. They address themselves to the right of parents to send their children where they want to and they provide the money for it, without addressing the national and public concern for quality education for every person in this land.

What bothers you most about tuition tax credit proponents?
I have been frankly scandalized by the ease with which those who claim to have very deep religious convictions abandon the public school, which is the instrument of our survival as a country. Until I hear the people who are proposing tax credits announce their support for the public education system and its absolutely essential role in the preservation of this American democratic experiment, I'm not having any.

But you still support religious-affiliated schools?
I'm all for the support of private education on the basis of the willingness of the participants to make sacrifices. But I'm only for it if those supporters maintain a knowledge of their obligation to support public education. Public education supports the majority of people in this country. We can be protected only by an educated citizenry that have some respect for the laws and for one another. I'm very upset that clergymen for whom I have a great deal of respect can be taken in so easily.

Do you believe in school prayer?
I'm for any kind of acknowledgment of God. But it shouldn't be something that's divisive. The formulas aren't important. The Pledge of Allegiance is a prayer that acknowledges both God and state. I think it should begin every day.

How do you see your job as a teacher?
Education is a sharing and creative experience—not a brainwash. I don't intend to leave at the end of the day drained because I, the one person who knows everything, have been multiplied by 50 people who know nothing. That is 50 times zero, which equals nothing. I don't look at teaching that way.

I'm in the presence of 50 adult students who can teach because they have something to share. It's my job to prime them to reevaluate what they already know and to feel that their experiences are relevant enough so they can critique what I'm sharing.

Were you raised a Catholic?
Yes—even though my father was a Baptist minister. My mother was Catholic. My father had always wanted a son who was a priest. Now, this is a Baptist who died a Holy Roller. It's that peculiar mentality of the British West Indian. When I was ordained, I said my first Mass at the cathedral in San Francisco. The pastor of the church where my father taught Sunday school, First Baptist, cancelled his service—now this was in 1952 when a Black minister just didn't do that. He told the congregation that Mortimer Gopaul's son was saying his first Mass, and since he was a son of the church, they should go. And they went.

Hospital chaplains in New York City recently voted to unionize. Do you think that's appropriate?
Absolutely. I think it's appropriate for anyone who labors and has a product to refine the way in which they deliver that product by collective bargaining. It's particularly important for people whose direct inspiration is the service they give and not necessarily what they earn. If they don't unionize, they might depress the wages of everyone at the hospital.

Do you correlate teacher unionization with professionalism?
Yes. The dedication of members of the teaching profession is, unfortunately, taken for granted. That undercuts the perceptions of our professionalism. If people get something for nothing, then it's worth exactly that.

How do students react when they learn your salary?
They're shocked. Many of my students make more than I do by driving trucks or working in grocery stores. Yet that shock does not carry over. These are the citizens who are ultimately responsible for the university budget. It would carry over if there was a threat of nondelivery of services.

You would have no problems with going on strike?
I wouldn't be striking to keep my students from coming to school. I'd be striking to tell them that my action is consistent with the principles of justice, equity, freedom, and stability that I teach them in the classroom.

State Side

WEST

The controversy over how to administer more than 750,000 acres of public land is still making news in Oklahoma. A district judge has now ordered the land, valued at $400 million, to be sold over a five-year period beginning in 1984.

This latest ruling follows an earlier state supreme court win for the Oklahoma Education Association. The court agreed with OEA's contention that public education, which receives proceeds from the land trust, has been shortchanged millions of dollars by the State School Lands Commission's management practices.

In issuing the sell order, Judge Joe Cannon noted that liquidating the lands and investing the proceeds would generate much more annual income for school districts and higher education institutions than the 1.5 percent return the trust is earning now under unrealistically low lease and loan rates.

OEA is studying the judge's order very carefully.

"We certainly agree with the idea behind the order, that the Commission has favored farmers and ranchers at the expense of public education," says General Counsel Karen Long. "However, the order would place cash from the land sale in the hands of Commission members whose past track record is suspect."

Wyoming Education Association members not only helped elect 75 percent of their endorsed candidates last November, but WEA support also contributed to approval of a crucial funding referendum.

Amendment 2, which got 60 percent of the vote, helps equalize school funding by raising the state property tax levy and lowering county levies. It also allows the legislature to recapture and redistribute up to 75 percent of any funds raised at the county level that exceed a newly established maximum per student.

The amendment was put on the ballot in response to a state supreme court decision that found Wyoming's school funding formula unconstitutional because it discriminated against poorer school districts.

MIDWEST

The Indiana State Teachers Association has grasped media attention with its formula for stimulating the economy through investments in education.

In *ISTA White Paper: Revitalizing Indiana's Economy*, the Association spells out what needs to be done: recognize that Indiana's industrial growth directly relates to the state's education programs; beef up those programs to meet the demands of high technology; offer competitive salaries for teachers and higher education faculty to offset the exodus to private industry; improve schools of education; and maintain teacher centers for practicing teachers.

Watching the positive responses to the ISTA white paper, many state politicians are beginning to call for increased dollars for education.

PACIFIC

NEA-Alaska has achieved its twin goals of a 10 percent membership increase and heightened political activity—and now has set its sights on enacting its legislative agenda.

To attain the 10 percent growth, NEA-Alaska targeted its three largest locals—the Anchorage, Kenai Peninsula, and Matanuska-Susitna Education Associations—as well as the state's second largest city, Fairbanks. Each surpassed the 10 percent goal.

The results of the Association's increased political activity were evident on November 2 as endorsed gubernatorial candidate Bill Sheffield won over two opponents. Association-backed state legislative candidates also did well.

High on NEA-Alaska's list of legislative priorities are increased school funding, binding arbitration, pension boosts for retired teachers, and improved rural teacher housing.

MID-ATLANTIC

The Virginia Education Association gambled by inviting critics of the state's public schools to address its 50th Instructional Conference—and everyone came out a winner.

Some 25 panelists from the media, business, agriculture, community organizations, the legislature, school boards, and higher education spoke frankly to the 250 teachers assembled in Richmond. "Let's work together" became the informal theme.

Among the suggestions: start a retired teacher corps (from a Black community leader); reduce class size in the primary grades (from a former president of the state school boards association); pay teachers for their planning time by having them work an eight-hour day 210 to 220 days a year (from a school superintendent); and don't make "profit" a dirty word (from a banker).

VEA's Task Force on Quality in Education will consider the proposals and report to the VEA Delegate Assembly this spring.

Formal teacher performance evaluation has come to the Tarheel State—and the North Carolina Association of Educators is meeting the challenge.

Under a state-mandated appraisal system that went into effect last summer, each teacher is judged each year on 33 criteria. "We think that's a lot," says NCAE President Loretta Martin. "But we're helping our members put their best foot forward."

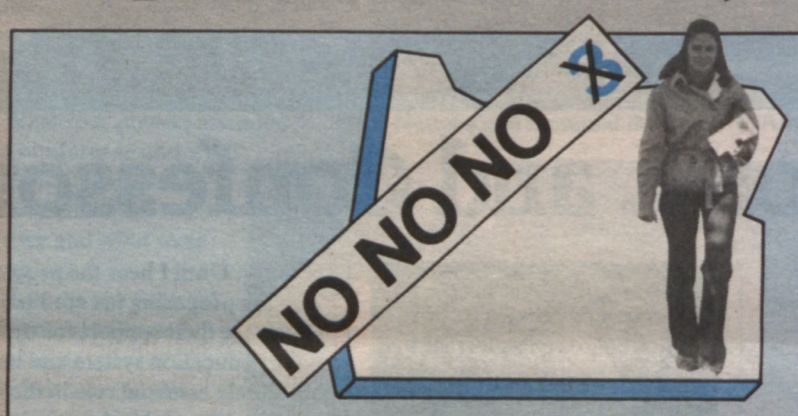
Through Association workshops and publications, members learn to keep a detailed log of their professional activities. Those who receive negative ratings that could lead to dismissal are told to contact their local Association for help in preparing a rebuttal.

"There's no requirement that the evaluator (usually the school principal) even observe the teacher in the classroom before judging his or her performance," explains Martin.

NCAE also objects to the ratings themselves. "We don't know how a 'performs unsatisfactorily' will be used," Martin adds. "And if there isn't any plan to help a low-rated teacher improve, then the appraisal instrument will have failed to improve education."

OREGON VOTERS HEAR OEA MESSAGE

Keep Good Schools, Reject Tax Cap



OEA members by the thousands combed Oregon neighborhoods, spreading the word—'no' on Ballot Measure 3. Voters rejected the tax limit by 14,000 votes.

Oregon seemed ripe for a 1982 tax revolt. Beset by 12 percent unemployment and paying the fifth highest property taxes in the country, Beaver State voters were hurting.

Out of this economic malaise came Ballot Measure 3, a Proposition 13 clone that would limit property tax rates to 1.5 percent of assessed value and roll back property values to 1979 levels. The flip side was the devastating impact such a tax limit would have on public services—particularly education, which receives nearly 73 percent of all property tax revenues.

July polls showed overwhelming support for Ballot Measure 3: only 12 percent of those polled said they would vote against it.

Three months later, in what Oregon Education Association President Ted Romoser called "one of our greatest victories—our toughest campaign ever"—50.8 percent of more than a million voters turned the measure down.

A classic coalition tagged the Oregon Committee—led by thousands of OEA members in concert with school administrators, other unions, senior citizens, business, and professional groups—made the difference. The committee's strategy incorporated elements of similar successful struggles in 1978 and 1980.

Twelve weeks of voter education were capped by three weeks of an all-out media blitz combined with statewide canvassing.

An extensive speakers' bureau of over 50 trained volunteers—many of them OEA members—fanned out across the state, debating, exhorting, and fielding questions.

Press packets, speeches, and position papers were prepared showing the impact of Measure 3 on public services and the state's economy.

The California Teachers Association chipped in with information on how Proposition 13 has hurt public education in that state since 1978.

The entire campaign was built around OEA's structure. UniServ consultants coordinated regional efforts, aided by cadres of current and former teachers. These groups, together with state coordinators, then prepared lists of key voter contacts.

The campaign was picking up steam by early September; polls showed the gap closing. There was just one hitch.

Though OEA had kicked in $100,000 (mostly through a special $5-per-member assessment) and NEA added another $35,000 to buy media time, more money was needed to counter the pro-3 forces.

An appeal went out to all OEA locals. In one week, $60,000 poured in. Many affiliates donated $1,000 or more. The tiny Applegate Education Association's eight members sent $190.

In the North Clackamas area, a beer and sausage social that organizers hoped would raise $1,000 netted $12,000.

Fueled by this new transfusion of money, the Oregon Committee bought additional radio and TV time. A direct mail piece jointly signed by the president of a major Oregon shoe manufacturer and the wood workers union president was personally addressed to 200,000 voters in metropolitan Portland.

The last two weekends before Election Day, more than 8,000 OEA members combed neighborhoods armed with brochures and doorknob hangers explaining the folly of the Measure 3 proposition.

Sweet victory came on November 2: citizens rejected the measure by 14,000 votes.

Local Look

CALIFORNIA

Classified employees of the Redlands school district, 60 miles east of Los Angeles, have chosen the Redlands Classified Employees Association/NEA as their bargaining agent by nearly a 7 to 1 margin.

The 468 employees—school secretaries, cafeteria workers, instructional aides, bus drivers, maintenance, and custodial and warehouse workers—had previously been represented by the California School Employees Association.

"The 84 percent vote for RCEA/NEA indicates strong, unified support for the Association," says RCEA/NEA President Phyllis Roberts. "With this mandate we can, in partnership with the school district, help improve Redlands schools as a place for classified employees to work and students to learn."

Redlands employees are the first classified workers in the state to be represented by an NEA affiliate.

OREGON

The Eugene Association of Substitute Teachers (EAST) has nailed down a first contract with the school district, marking the end of a seven-year battle and a new beginning for substitute teachers.

EAST, a caucus of substitute teachers within the Eugene Education Association, first petitioned for certification in 1975. A series of delays and challenges by the district held up the bargaining process and provoked a substitutes' strike in 1979. An agreement was finally reached last fall.

"We hung in there and we've won," says EAST chair Stan Collins. "Our contract lays the groundwork for future gains here and hopefully will smooth the way for other substitute groups as well."

EAST recently received its second $2,500 NEA Hilda Maehling Fellowship to continue its work on behalf of substitute teachers and to upgrade subs' classroom effectiveness.

KENTUCKY

The Jefferson County Teachers Association publishes a newsletter aimed at nonmembers—and lets them know exactly what they're missing! Called *It's Time* (as in "It's time to join"), the monthly missive started last fall as part of an ongoing campaign to increase membership—which now stands at 80 percent of the nearly 5,400-teacher potential.

"We're trying to reach the hard-core nonjoiner," explains JCTA President Jane Charmoli. "We tell them they're not getting the same services as dues-paying members." After JCTA negotiated a new contract, for instance, *It's Time* reminded nonmembers that they hadn't received bargaining information or been allowed to vote on the agreement they would be working under.

Only JCTA members can attend special instructional workshops (and receive in-service credit), the newsletter points out. Only members are eligible for reduced legal fees and discounts at Louisville area businesses.

The Association also publishes separate newsletters regularly for 4,300 JCTA members, 250 building representatives, 600 educational support staff in the JCTA-affiliated Jefferson County Classified Employees Organization, and 2,000 community leaders.

TEXAS

Austin schools are overflowing. Some 55,300 students enrolled last fall—more than 1,300 above projections. The district has purchased 17 portable two-classroom trailers this year to deal with the growing school crunch.

The Texas capital owes its population boom in large part to its expanding computer chip industry.

The Austin Association of Teachers (AAT) is helping teachers cope with overcrowded conditions. Nearly 300 teachers have submitted ideas to a "Forming the Future" Committee, which is charged with drawing up the district's long-range plans. Four AAT executive board members will help implement the committee's recommendations.

AAT President Betty Medlock says the committee's main proposal is a $210 million school bond issue to be presented to voters in February.

"We expect to work hard for its passage," says Medlock. "It's overdue. We haven't had a bond issue since 1969. Passage of this one would raise enough money to build 13 new school buildings and expand and repair existing facilities."

COLORADO

The administration at Loretto Heights College has been ordered to bargain with the NEA-affiliated Loretto Heights College Faculty Education Association (FEA).

The National Labor Relations Board (NLRB) recently affirmed last year's administrative law judge ruling that faculty at this private college in Denver are *not* managerial employees and so may bargain under the National Labor Relations Act (NLRA).

The NLRB stated that the college committed an unfair labor practice by refusing to bargain and by withdrawing union recognition in 1980 following the U.S. Supreme Court decision in *NLRB v. Yeshiva University*, which held that faculty at that private university in New York City were managerial and not covered under the NLRA.

FEA had bargained several contracts since its certification in 1972.

IOWA

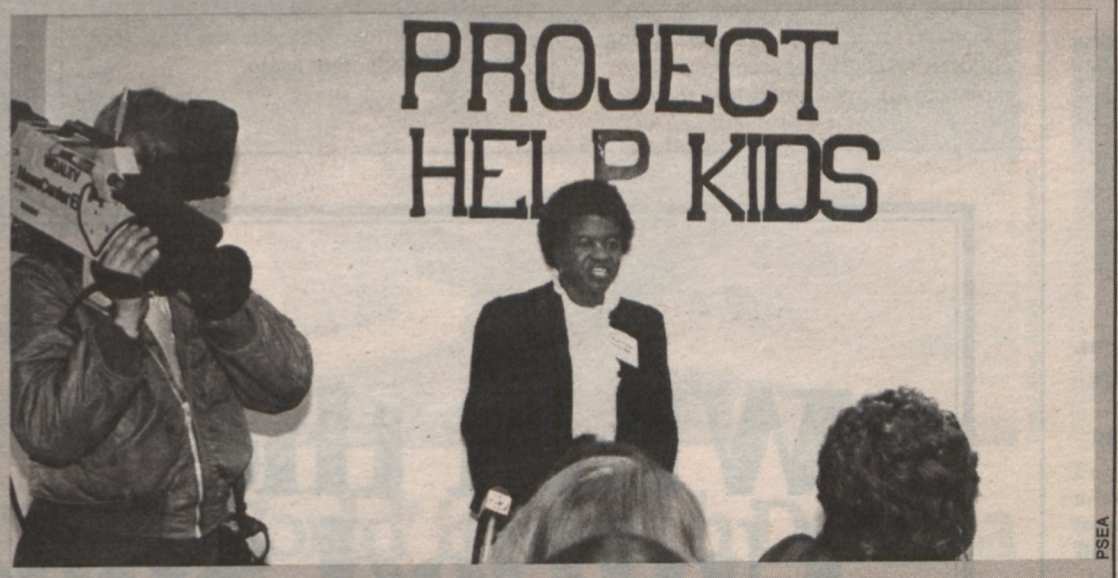
The North Polk Education Association, an affiliate of the Iowa State Education Association/NEA, scored a major victory for its teachers when it engineered the removal of Richard Shockey as school superintendent.

After seven teachers complained of being sexually harassed by Shockey, NPEA filed a grievance with the Iowa Professional Teachers Practice Commission. The Commission, after reviewing the case, asked the state board of public instruction to determine if Shockey's certificate should be revoked. Succumbing to pressure from NDEA, the community, and the board, Shockey resigned.

"As professionals, we did the only conscionable thing possible to keep education and educators above reproach," says NPEA President Rick Ashby.

IN PENNSYLVANIA'S CAPITAL CITY

Unique Plan Stops Harrisburg RIF



PSEA

Harrisburg Education Association President Jessica Butler announces ingenious plan to shortcircuit school board's stalling tactics and get RIFfed teachers back in the schools.

Some 50 laid-off teachers are now back at work, thanks to an unusual offensive engineered by the Harrisburg Education Association.

It all began last spring, when the school board reduced the Harrisburg teaching staff by 96 positions—a full fifth of the total. HEA quickly filed a grievance, and an arbitrator agreed that the reduction in force (RIF) violated the strong job security clause in the master contract.

By that time, 38 of the 96 job cuts had been taken care of through normal attrition. The arbitrator ordered 50 teachers rehired.

But the school board had other ideas. It appealed the arbitration award to the courts. The board knew it would ultimately lose.

But it also knew that in the three to four years it would take for the case to work its way through the judicial system, many of the RIFfed teachers would drift away.

Such a delay would both reduce the number of teachers who would still be seeking reinstatement and pare down the back pay they'd be due, since boards can subtract from back pay any unemployment compensation a teacher has collected—and any income from interim jobs.

In early November, HEA's counterstrategy emerged. It was promptly dubbed *HELP KIDS*. The Association plan called for placing the 50 RIFfed teachers back in the schools *as volunteers*—to tutor, assist in science labs, and provide other strictly professional help to the teachers left with overcrowded classrooms in the wake of the RIF.

Each volunteer would receive an interest-free weekly subsistence loan of $40 to $50 through the local and state Association communications network. The combination of loans plus unemployment compensation would give each teacher close to his or her former take-home pay.

The loans would actually be repaid by the board, out of the back pay the courts would eventually order it to provide.

The *HELP KIDS* plan was slated to start the first week in December, and the school board was boxed in. It could either allow the laid-off teachers back into the schools as volunteers—and admit that its RIF had undermined public education in Harrisburg—or rehire the teachers.

An agreement was reached under which 50 of the teachers are already back in the classrooms, with the eight not covered by the arbitrator's order set to return as well. The 25 most senior teachers have been fully reinstated. Another 25 are working full-time at a first-year teacher salary with full benefits, ready to move into regular positions that open through attrition. The agreement guarantees no reduction in staff until this second group of 25—as well as the remaining eight—have moved back into regular positions on their step of the salary schedule.

IN THE CLASSROOM

When Daddy Is a Kidnapper

Parents without custody do steal their children and hold them captive. A child in your school may be a victim.

Each year, an estimated 100,000 children in the United States are "stolen"—by one of their parents from the other.

Typically, a divorce court has awarded a child to the custody of one partner, and the other—using violence or deception—takes the child and disappears.

Because so often the victims are of school age, this wave of parental kidnapping is affecting America's classrooms. As a school employee, you can take steps to make kidnapping more difficult—as well as to identify and help any abducted child now attending your school.

First, make sure your school administration offers to protect children whose custodial parents fear kidnapping. School officials can begin by asking the custodial parent which other people, if any, should be allowed to pick up the child.

Then, find out about your school system's policy for handling cases of suspected parental kidnapping. Make sure your school requires a birth certificate and secures past school records for every student.

Then, be aware of signs that a child has been kidnapped by the parent he or she now lives with. Notice if any children mention being taken away from a previous home, talk about wanting to live with the other parent, or say they've been told the other parent is dead.

Lonely for the parent they've lost, abducted children may be passive and detached—or disruptive and belligerent. They may be grieving for a parent they believe has died.

A stolen child often lives with danger. The parental kidnapper may abuse the child, venting his or her guilt, apprehension, and resentment of the other parent.

If you think a child has been abducted, do *not* confront the parent. A parent who has snatched a son or daughter once would probably flee with the child again.

Instead, if you become suspicious, work with your school principal, social worker, or nurse, as district policy and your own good sense direct.

Check any records your school has from the child's earlier schools. Look for many moves in a short time, and see whether the child's name has been changed. Look at the health certificate for names of doctors or health centers that have seen the child elsewhere.

To find out whether someone has reported the child kidnapped, contact—

- The police or sheriff. They can check the FBI's National Crime Information Center to see whether a warrant for the abducting parent has been issued elsewhere. If so, they can arrest the parent.
- FBI agents assigned to federal court buildings. They can find out whether a federal kidnapping warrant has been issued for the parent and, if so, make the arrest.

In many states, Social Security's parent-locator service can be used to find abducting parents. Your U.S. attorney or district attorney can tell you how to use it.

Finally, concerned NEA members can work to secure new laws to help parents find their kidnapped children.

Congress recently passed the Missing Children's Act. This law empowers parents to ask local authorities to enter the name of their missing child in the FBI's computer network—and to confirm that this has been done. Until now, parents have lacked these powers.

Two other bills that would require the FBI to give more help in parental-kidnapping cases were pending when the 97th Congress adjourned. Write or call your senators and representative to urge support for these measures in the new Congress.

While legal reforms are being debated, abducted children and the parents they've lost are suffering. *Your* alertness can help them find each other again.

—Jane Power

Where To Get Help

✓ **Child Find, Inc.** (P.O. Box 277, New Paltz, NY 12561) has a regular phone number for adults (914-255-1848) and a toll-free emergency number for children (800-431-5005).

Child Find sells a poster and lesson plan to help children avoid being kidnapped. It also publishes an annual directory (including many photos) of children reported missing.

✓ **Child Custody Project-Clearinghouse,** American Bar Association, 1800 M Street, N.W., Washington, DC 20036 will send a publication list and order form on request.

What the Unified Special Services symbol can mean for you.

The world today is filled with fast talkers; product claims that border on the unbelievable; and fine print that will run you around in circles (if you can read it at all). When the time actually comes to buy something for yourself or your family, whom can you turn to? Whom can you really trust?

USS. Unified Special Services. We stand behind every product or service that carries our symbol. Every single one. Because before we put our name on the line, we know everything there is to know about that product or service. We're investigators. We compare and evaluate. We have to, because all of our sponsorships are backed by a *guarantee* of personalized service and consumer protection. Do you know anyone else who will do that?

We don't play favorites. For every product that we sponsor, there are quite a few that didn't make the grade. And that's true for all of our categories, from insurance, discounts and travel, to retirement protection.

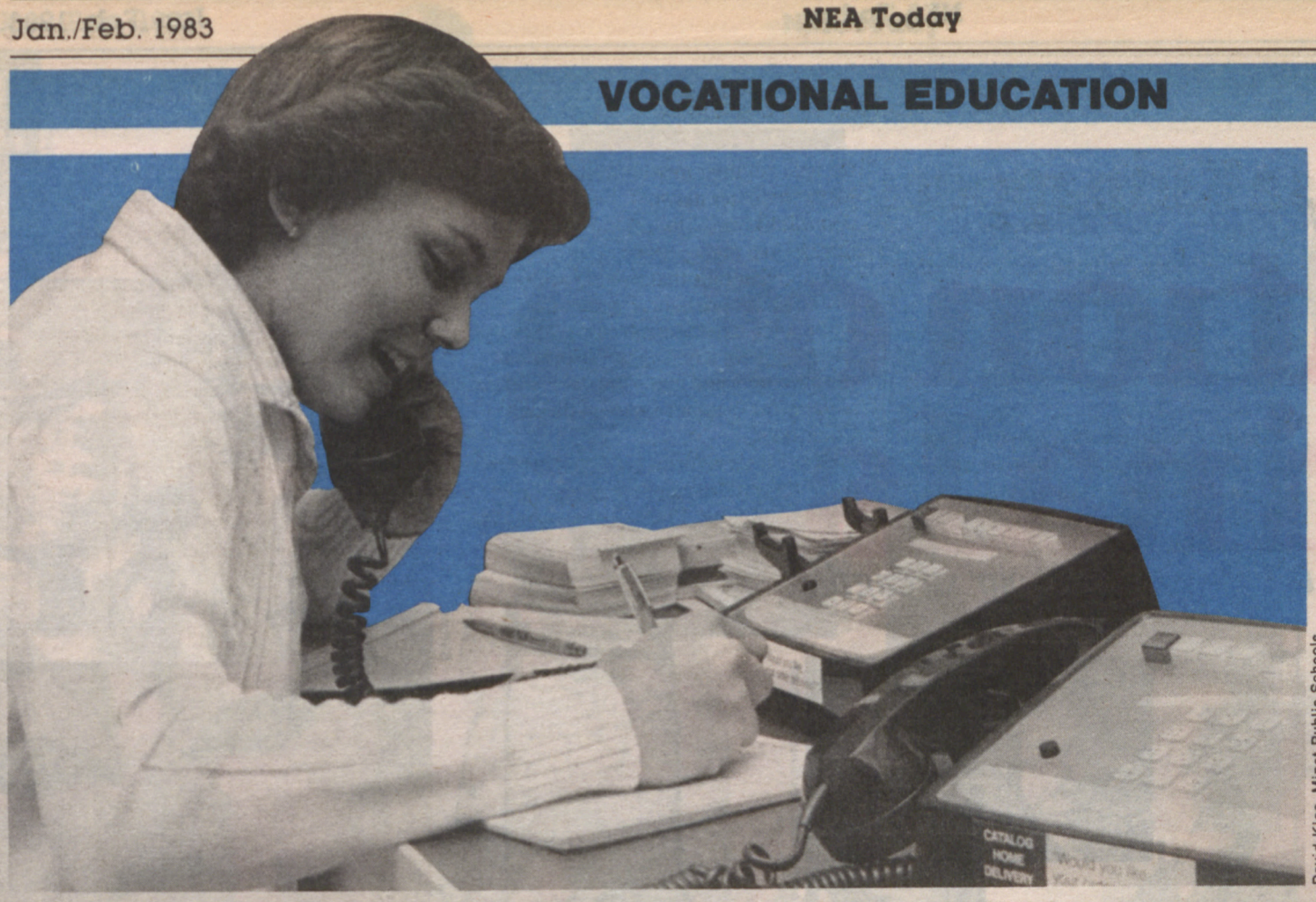
Look for the USS symbol. When you find it you can be sure you've found quality, reliability, service and value. And when you think about it, they're just about the hardest things to find these days.

For more information about NEA Special Services programs, write to Teachers Services Center, 51 Monroe Street, Suite 200, Rockville, Maryland 20850.

UNIFIED SPECIAL SERVICES

NEA...Working for you

VOCATIONAL EDUCATION



David Kjos, Minot Public Schools

For career explorers in Minot, the adult world of goods and services turns out to be made of telephones, TV cameras, and chrysanthemums.

Tasting the 'Real World' in North Dakota

Career education students in Minot sample their city's offices, shops, even its jail.

by Peg Portscheller

CE+ is not a character in *Star Wars*, but a federally funded demonstration project that made good. Which means it was so successful that after the federal monies ended in 1978, our local school district took it over—despite budgetary woes.

CE+ stands for Career Education PLUS (Planning, Learning, Understanding, Succeeding), a program we began seven years ago for students at Minot High School. The emphasis is on job *exposure*, not job training.

We expose students to the real world of work. We also show employers the potential that youth have as future employees.

"We" are Bruce Walker, who is program coordinator; James Boley and I, who are instructors; and Vicki Panasuk, who is both secretary and driver.

The program is a one-semester, one-credit elective, open to any student in grades 9-12. About 180 of the school's 2,000 students take part each year. In fact, CE+ is so popular we often turn away freshmen, knowing that they can participate later on.

CE+ meets for two hours each school day. Students do their own scheduling, make their own appointments, evaluate their own activities. Consequently, they end up spending about half their total class time away from school. (This is where Vicki's chauffeuring skills come in handy.)

The curriculum consists of three distinct areas, which we call *explorations*, *competencies*, and *projects*.

Explorations are three- to five-day visits to job sites, during which students observe and—if possible—participate in whatever is going on. About 150 local firms, nonprofit agencies, and government departments cooperate—including the county jail.

Students try their hands at almost everything—mixing fillings in dentists' offices, balancing tires in gas stations, making terrariums in florists' shops. Of course, there are limits to what they can do in occupations that are licensed or require confidentiality.

While at the job site, students complete a job exploration guide—a workbook we developed that asks them to list for each occupation such information as hours and wages, advantages and disadvantages. They also evaluate their own job-site activities. In each cooperating organization, we have a contact person who evaluates students' performance on the job.

***Competencies* are 15 survival skills** important for adults to have in order to function effectively. We require all students to master at least five of them, including these three: opening and maintaining a checking account, applying for a job, and knowing the function and structure of local government. We teach the three required skills ourselves.

Our contact people do most of the rest of the skills teaching, and they certify students' competence, too. For example, a worker in the local IRS office "checks" the federal income tax returns students prepare for a hypothetical family of four.

"How to survive a North Dakota winter" is the Red Cross's contribution to competence. To be certified, a student must put together a cold weather survival kit to be kept in a car.

***Projects* consist of several activities** which, over a period of three to five days, allow students to learn more about one career or leisure-time pursuit. Students do most of this work in class or in the school library. They work on their own, often from the 100 or so project packets we have prepared. Or they write, develop, and negotiate projects of their own.

A packet is a file folder that contains directions for about four different activities. It might say something like "telephone an official at Senior Citizens United and find out . . ." or "visit the zoo and ask. . . ."

We try to include written activities as well as oral ones, asking students to make a chart or graph, draft a letter, or write up a report.

A written journal describing each student's activities over the course of the semester is optional. Students may substitute the journal for any other activity except a required one.

Our toughest challenge in structuring the program was developing a consistent and fair grading system. After three years, we came up with a list of minimum quantitative requirements for each grade. For a *C*, we ask for four explorations, five competencies (including the three required ones), and five projects. Four more activities from any category are necessary for a *B;* four beyond that for an *A*.

We also have minimum qualitative standards at each level. Typically, more than 90 percent of students perform satisfactorily—about half going for the *C*, the other half for *A*'s or *B*'s.

The students who elect CE+ are a cross section of the student body. Most plan to go on to college, but we have both ends of the academic spectrum. For some students at the lower end, our program seems to be what keeps them in school.

On the other hand, some straight-*A* students have encountered their first *C*'s in CE+. That's because the program requires self-discipline—something new to many young people.

Recently, we surveyed more than 200 former CE+ students and their parents and found them almost unanimous in their enthusiasm. Virtually every student saw the program as "helpful in setting career goals." It was too soon to determine whether the program had affected students' occupational choices or had helped them explore careers nontraditional for their gender.

We do know, though, that local firms are much less likely than they were seven years ago to stereotype jobs on the basis of sex. Gas stations, for example, no longer tell us not to send girls.

And our administrators hail CE+ as the best PR program the district has.

Whatever the program's long-term effects, all of us involved in it take pleasure in seeing students grow in self-confidence over the course of a semester. Many of them have never before associated with adults—other than parents and teachers—for the purpose of achieving a goal. Through CE+ they begin to see how they will fit into the adult world.

Also, many students have never had the opportunity to help determine what they will learn, or how and when they will learn it. It's gratifying to see them get fired up to respond to this challenge.

Peg Portscheller, a teacher in the Career Education PLUS program at Minot High School, is vice-president of the North Dakota Education Association.

Celebrate Vocational Education Week!

The NEA joins the American Vocational Association (AVA) in sponsoring Vocational Education Week, February 6-12, 1983. This year's theme is Vocational Education: An Investment in People.

For a sample package of Vocational Education Week materials (including such items as a poster, button, careers newspaper, and an order form for purchasing individual items in quantity), send $5 to AVA, Publication Sales, 2020 N. 14th St., Arlington, VA 22201.

Ethnic traditions are the key to our diversity.

A Nation of Originals

To celebrate them is to learn about our strength.

Louis Mercier-Erdoes

Robert Miller, Black Star

Editorial Photocolor Archives/Bruce Anspach

Louis Mercier-Maroon

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Louis Mercier-Maroon

Smithsonian Institution

Special observances honoring our nation's peoples can teach respect for others all year round. These celebrations are fun, they break the routine of school, and the moment they seize students' attention is a moment for some extra thinking and extra learning.

How can you create and use these special moments? You won't have to depart much from familiar techniques. On these two pages, you'll find ideas for applying well-known teaching methods to ethnic and women's celebrations.

As you begin planning an observance, be sure to emphasize that any general ethnic category—for example, Asian/Pacific Islanders—includes people with a wide range of geographical, cultural, educational, political, and economic backgrounds. A Samoan and a Korean will bring to the United States two very different sets of traditions and experiences.

If the special observance lasts only one day, spend some time leading the class up to it and later reviewing what they've learned. The day itself must be the high point of a longer experience or its lessons will quickly be forgotten.

Involving more than just one class is another way to give the observance greater impact for everyone. Have the principal or the student council proclaim the observance of Hispanic Heritage Week or Native American Day or whatever. All the teachers, regardless of grade level or subject, can tell their classes something relevant to the observance. During Women's History Week, for example, teachers can mention Emmy Noether's contribution to mathematics or Kyung-Wha Chung's talent on the violin.

Some classes may want to perform a brief play for their schoolmates. Or the whole school may put an a program for the community.

Louis Mercier-Durrance

Arousing parents' interest is another way to give impetus to your projects. Before the observance, send a note home explaining what the class will be doing and invite parents to attend any public programs the students are planning. Then if parents ask their children, "What did you learn in school today about Afro-Americans?" students may catch their interest in the observance.

Finally, consider the two kinds of students who may be in your class: those from within the group the class is celebrating, who will be especially sensitive about the observance but won't necessarily have much special knowledge about their group, and those from outside the group, who may not even be curious about it—or may, on the other hand, be prejudiced against it.

As always, then, the make-up of your class will affect how you approach the subject. Here are some techniques teachers have recommended, with examples from celebrations of Afro-Americans, American Indians/Alaska Natives, Asian/Pacific Islanders, Chicano/Hispanos, and women.

The suggestions fall into three general categories: stimulating interest, gathering information, and expressing new knowledge. A given item can, of course, fit into more than one category—for example, you could use the same film either to arouse interest or to provide information.

Stimulating Interest

Fred Ward, Black Star

- Show a film, filmstrip, or videotape—either documentary or fiction—on history or a current problem. For Afro-American History Month, for example, you can stir interest in the civil rights movement with a film on the leadership of Martin Luther King, Jr.—maybe *King: Montgomery to Memphis.*
- Display posters about the "old country"—or about demonstrations for civil and human rights.
- Exhibit photographs—for example of nineteenth-century life in a Chinese-American community.
- Show objects of historical significance (such as American Indian ceremonial clothing) or traditional objects still in everyday use (such as Indian pottery or blankets).
- Discuss an item currently in the news—perhaps an opinion poll about the group you're studying; a study of the group's unemployment, income, or education; a report on self-help efforts; or a statement by a political or other leader.
- Debate a feature film playing locally or a current TV program. Does it include members of the group the class is studying? If so, how does it present them—as stereotyped, as superhuman, as completely assimilated, or as people with a background and a character of their own?

- Ask students to share information about their backgrounds. Where had their ancestors come from when they arrived in North America?
- Discuss the nature of the United States and its peoples. Different people have compared this country to a melting pot, a salad bowl, a quilt. Following the discussion, as a project, young children might make quilt squares from paper of many colors, dark and light. As the variety of shade and hue gives the quilt much of its beauty, they can learn that the variety of our peoples gives our nation much of its liveliness and vigor.
- Ask students, If you were going to settle in a new country, what would you want to take along? What would you tell your children about this country? What customs and holidays would you

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Louis Mercier-Maroon

Louis Mercier-Erdoes

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preserve? Then stretch students' imaginations further, asking, If you were coming to North America from Spain in the sixteenth century, say, or from Vietnam in the twentieth, what objects and ideas would you try to preserve?

Gathering Information

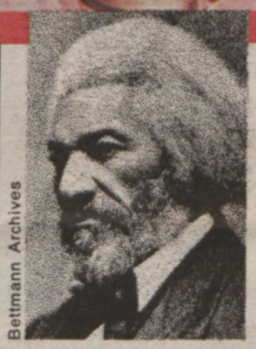
- Provide students with background information, perhaps on the historical importance of the date or period you're celebrating, the country the group came from, the way the group arrived here and the reasons they came, or the situation of the group at present.

Louis Mercier-Erdoes

- Invite guests from the ethnic community to tell about their own experiences or to perform (and maybe teach) traditional music, dances, or crafts.
- Take the class on a field trip. This might be a tour of local monuments connected with the group's history (perhaps a shop once owned by a free African merchant or the school once attended by a prominent Chicano, or, in cooperation with local Indian leaders, an Indian cemetery). Or prearrange a class visit to a part of the community where members of the group are concentrated today.
- Assign independent or group research in the school media center or the local library—perhaps to study the journals of immigrants, gather newspaper reports, examine poetry or fiction written by the group's members, or listen to records of the group's music.

Louis Mercier-Durrance

- Have students conduct interviews about the personal experiences of group members—either local people (perhaps in students' families) or more distant but well-known or knowledgeable people (reached by phone or letter).


Bettmann Archives

M. G. Owen, Black Star

- Designate students to survey people in the local community about their attitudes towards the group or about their own backgrounds.
- Ask students to request materials from organizations representing the group the class is studying (for example, the Association for the Study of Afro-American Life and History in Washington, D.C.) or from companies that offer materials about the group.
- Have students collect magazines and newspapers published for members of the group, such as the Chicano-Hispano periodical *Aztlán*.
- Have students analyze news and entertainment media (including novels), perhaps with a checklist to help find stereotypes and misconceptions.

Expressing New Knowledge

- Have students present a spectrum of opinions through panel discussions, debates, or symposiums.
- Assign individual oral presentations, research papers, and creative writing projects. Projects might include writing a newspaper report for a significant date in history—e.g., May 5, 1862, when Mexican forces expelled foreign troops from their soil for the last time; writing a diary—for example, of an Alaska Native either today or a century ago; writing imaginary letters—maybe between a 19th century Chinese railroad worker in Utah and his wife back in Nanking.

Louis Mercier-Durrance

- Plan a parade, with banners, costumes, large pictures, kites, floats—whatever you can organize to show the past and present of the group you're celebrating. The parade route could be through the school corridors or—with suitable permission and publicity—through the streets.

Bettmann Archives

- Give a party that features the group's foods, costumes, and music. The guests might be other classes, parents, or people from the community.
- Have students perform music, dances, or dramas of the group. This, too, could be a public event for the whole community.
- Help the class create objects—for example, pictures, quilts, sculptures, mobiles, scrapbooks, banners, puppets—to be used in exhibits or performances for the whole school or the community.

Whatever occasions you choose to celebrate with your students, you can go on teaching respect for others all year round. Perhaps some of the suggestions for special observances listed here will also find a place in your classroom on an ordinary day.

—Jane Power

Resources for Special Days

The roots of our nation are diverse. In this space, we can't give more than a hint of the observances (listed below in **boldface**) and resources (in *italics*) you can use in your classroom to honor those beginnings. We've chosen to include only those groups that have places on special NEA committees—the Minority Affairs Committee and the Women's Concerns Committee.

February 1983. Afro-American "Black" History Month.

Afro-Am, 910 S. Michigan Ave., Suite 556, Chicago, IL 60616. (312) 922-1147. Books, records, cassettes, and posters about Black Americans.

Association for the Study of Afro-American Life and History, 1407 14th St., N.W., Washington, DC 20005. (202) 667-2822. Publications, study kits, and pictures about Afro-American life and history.

March 6-12, 1983. National Women's History Week.

Feminist Press, Box 334, Old Westbury, NY 11568. (516) 876-3086. Books, curriculum materials, and teaching guides dealing with women's rights.

TABS, 744 Carroll St., Brooklyn, NY 11215. (212) 788-3478. Books, posters, quarterly journal *(TABS: Aids for Ending Sexism in Schools)*.

May 7-14, 1983 (tentative). Asian/Pacific American Heritage Week.

ARC Associates, Inc., 310 8th St., Suite 220, Oakland, CA 94607. (415) 834-9455. Bilingual, multicultural teaching materials.

JACP Inc., 414 E. 3rd Ave., San Mateo, CA 94401. (415) 343-9408. Books, audiovisual materials, and teaching kits about Asian Americans.

September 12-18, 1983. Hispanic Heritage Week.

Congressional Hispanic Caucus, H2-557, Washington, DC 20515. (202) 226-3430. Proclamation for Hispanic Heritage Week and monthly newsletter, *Avance*.

National Council of LaRaza, 1725 Eye St., N.W., Washington, DC 20006. (202) 293-4680. Reports, issue briefs, and manuals about Chicano-Hispano cultures.

September 23, 1983. Native American Day. (Legislation is now before Congress to declare an American Indian Day. If this legislation passes, American Indian Day will replace Native American Day.)

The Indian Historian Press, 1451 Masonic Ave., San Francisco, CA 94117. (415) 626-5235. Semimonthly newspaper and 30 books about American Indians.

Bureau of Indian Affairs, U.S. Department of the Interior, Public Affairs Office, Code 130, 1951 Constitution Ave., N.W., Washington, DC 20245. (202) 343-7445. Informational packets and brochures about American Indians and Alaska Natives.

GENERAL RESOURCES FROM NEA

- *NEA Human and Civil Rights*, 1201 16th St., N.W., Washington, DC 20036. (202) 822-7700. Packet of ideas for sponsors of or participants in ethnic, minority, women's, or international observances.
- *NEA Professional Library*, P.O. Box 509, West Haven, CT 06516. (203) 934-2669. Multiethnic and women's rights materials, including *Roots of America* (Stock No. 1373-5-OD, $5.95), a multiethnic resource guide for seventh to ninth grade teachers, and *The Architecture of Pluralism* (Stock No. 0565-1-1D, $7.50), cassette tapes of Asian/Pacific Islander, Black, Chicano-Hispano, and American Indian educators.

IDEA EXCHANGE

Valentines Are Red, Our Class Is in the Black. . . .

"Rarely have I found a valentine that said what I wanted to say, in the way I wanted to say it," says Laura Johnson of the Carver Elementary School in Milledgeville, Georgia. Last January, Johnson found a solution to this problem for her sixth graders and their friends.

She set up production of write-your-own-valentine packets in her classroom. First, students submitted designs and voted on them. The design they chose featured a large outline of a heart, in which senders could write a message. Lines above and below the heart provided space for the greeting and signature.

While the cards were at the printer's, the class decided to package the valentines in bags of a dozen each with plain envelopes, a pencil imprinted "write your own," a set of instructions for using the valentines, and a promotional label, all in a clear plastic bag decorated with stick-on hearts and tied with red yarn.

The students then figured a break-even price and advertised and sold their product. Students throughout the school (and some people in the community as well) enjoyed composing verses and messages for the valentines. Friends and parents enjoyed receiving them. Finally, at the end of the project, the class calculated the profits and chose year-end activities to spend them on.

After Johnson added up the lessons learned in design, rational planning, decision making, marketing, arithmetic, and composition, she found that the project brought in a tidy educational profit, too.

A Dozen Tips on Discipline

Checking your ideas against someone else's can sometimes give you a new approach to an everyday situation. In his book *Dealing with the Unexpected* (Belmont, CA: Wadsworth Publishing Co., 1983), Stuart Schwartz offers a dozen suggestions for meeting discipline problems, condensed here. Maybe some of them will be right for you.

- Don't give trouble a chance to start. Keep your students interested and involved—they won't have time to get into trouble.
- When trouble arises, listen to those involved. Maybe the problem is a misunderstanding and you can clear it up quickly.
- If the problem involves a conflict between two students, help them end it. They may be keeping up the argument just because of peer pressure.
- Be seen and heard as the boss—step up front and shout if necessary.
- Remember the facts. Knowing what prompted the problem can help prevent repetitions.
- Don't assume guilt. And don't take one student's word against another's.
- Don't make a big deal out of a little issue. Treating even a serious problem quietly can lessen the disruption it causes.
- Be fair. Treat all your students alike.
- When you punish someone, do it soon after the problem occurs—and be sure the student understands the reason for the punishment.
- Accentuate the positive. If good behavior always gets more attention, students may choose it.
- Don't give up control. You can loosen your grip, but you may have trouble tightening it again.
- Get help when you need it. Don't try to be a hero when a life-threatening problem arises.

NEED for Energy Education Grows

In 1980, Congress designated the next-to-last Friday in March (this year, March 18) as National Energy Education Day (NEED). The theme for NEED, 1983, is "Energy Economics: The Global, National, and Local Connections."

Past NEED projects have been diverse, ranging from recycling programs to energy audits of schools and community buildings. Marshall High School in Marshall, Texas, for example, carried on an observance that included special energy education classes, energy-saving cold lunches, and an innovative transportation contest.

Schaumberg (Illinois) Elementary School District 54 launched Project C.A.R.E., which brought 275 of the district's fifth and sixth grade students to energy education sessions. The participants then passed on what they had learned to their schoolmates.

NEED's sponsor maintains a network of participating schools and has compiled inexpensive kits for network members. A kit contains booklets for students and teachers; a resource and activity guide; a script of a play, *Energy Night Live;* a copy of the NEED magazine, *Energy Exchange*; and posters on NEED's Youth Awards Program for Energy Achievement.

For information about the kits, contact the NEED project, P.O. Box 2518, Reston, VA 22090 (phone 703-860-5029).

If you're using a classroom activity that you think other NEA members might like to know about, send a description to Idea Exchange, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

CPT explains what happens after your administration office buys a word processor.

Schools and universities across the country, caught in the double bind of rising costs and declining enrollments, are turning to word processing to simplify administrative tasks.

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RESOURCES

Free or Inexpensive

CALENDAR

"En voiture, citoyens!" 1983 poster-calendar published by the Washington State Chapter of the American Association of Teachers of French. Displays 13 models of Citroën cars from 1921 to 1961 and gives dates relating to famous personages and important holidays of the French-speaking world. 2′ by 3′. $3 each or seven copies for $20, first-class postage included. Make checks payable to "AATF Calendars." Susan Redd, AATF Calendars, Mount Vernon High School, 314 N. 9th, Mount Vernon, WA 98273.

CONSUMER EDUCATION

Consumer's Guide to Insurance. Instructional kit. Provides "generic" (i.e., nonpromotional) material for 10 teaching sessions on life, health, auto, and property insurance for high school students. Booklet includes eight transparencies and 31 activity masters (each producing up to 300 copies). 1981. $3 including tax and mailing charges. Consumer Affairs, Allstate Insurance Co., Allstate Plaza F-3, Northbrook, IL 60062.

GUIDANCE

I Can Be Anything: A Career Book for Women. Joyce Slayton Mitchell. Paperback. Provides a job description guide for women—including high school students—thinking about careers. Gives working women's accounts of nearly 100 occupations, plus information on starting salaries, future prospects, necessary skills and education, related careers, and sources of additional information. Third edition. 336 pp. $9.95. Personal orders must be prepaid; make checks payable to the College Board. College Board Publications, P.O. Box 886, New York, NY 10101—or from local booksellers.

Teenage Pregnancy: The Problem That Hasn't Gone Away. The Alan Guttmacher Institute (AGI). Booklet. Presents data in chart form, identifies options, and outlines the basic requirements for a program to curb the epidemic of adolescent pregnancies. 1981. 77 pp. Single copies, $5 prepaid. Reduced rates are available for multiple copies. AGI, 360 Park Ave. South, New York, NY 10010.

HEALTH

Smoking Programs for Youth. Booklet. Offers adults who work with children facts about smoking and describes exemplary antismoking programs. Free. Office of Cancer Communications, National Cancer Institute, Bldg. 31, Rm. 10A18, Bethesda, MD 20205.

Teenage Cigarette Smoking Self Test. Instructional kit. Consists of a teacher's guide and reproducible copies of the popular Self Test developed by the National Clearinghouse for Smoking and Health. Appropriate for use in antismoking programs. Helps students understand their own attitudes toward smoking; provides facts about who smokes and what happens to them. Free while supplies last. U.S. Public Health Service, Office on Smoking and Health, 110 Park Bldg., Rockville, MD 20857.

VOCATIONAL/CAREER EDUCATION

The following three publications are available from the American Council for Elementary School Industrial Arts (ACESIA), c/o Karen Zuga, Ohio State University, 190 W. 19th Ave., Columbus, OH 43210. (Make checks payable to ACESIA.)

Establishing an Elementary Industrial Arts Program, $2.50

Project Ideas for Elementary School Industrial Arts, $2.50

Safety for Elementary School Technological Activities, $2.50

WRITING

The Do-It-Yourself Bestseller: A Workbook by Isaac Asimov . . . Stephen King . . . Ken Follett . . . John Jakes . . . Alvin Toffler . . . and You. Edited by Tom Silberkleit and Jerry Biederman. Paperback. Presents original story beginnings and endings by 20 well-known authors (only some of whom we list above) and blank space for readers ("You") to fill in the middle with creative writing of their own. 1982. 158 pp. $8.95. Doubleday/Dolphin Books. Available from Doubleday & Co., Inc., 501 Franklin Ave., Garden City, NY 11530—or from booksellers.

HIGHER EDUCATION

Improving Reading and Study Skills. Ann S. Algier and Keith W. Algier, editors. Paperback. Presents ways college teachers can improve the skills of students underprepared for college work. Covers such topics as writing essay exams and understanding lectures. This is the June 1982 issue of the publisher's New Directions for College Learning Assistance Series (CLA #8). Single copy, $7.95 (plus appropriate sales tax for Calif., D.C., N.J., N.Y. residents). Payment must accompany orders under $20. Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104.

CURRICULUM

Alternative Resources for Curriculum Balance. Annotated bibliography. Describes some 40 public interest groups and their publications in nutrition, economics, energy, the environment, consumer education, and citizenship education. Publication aims to provide balance vis-à-vis corporate offerings in the same areas. Free with large, stamped (for 2 ounces), self-addressed envelope. Center for the Study of Responsive Law, P.O. Box 19367, Washington, DC 20036.

Books

Goodbye to Excellence: A Critical Look at Minimum Competency Testing by **Mitchell Lazarus.** Westview Press. 206 pp. $16; paperback, $7.50.

A majority of states have now adopted minimum competency testing (MCT) programs in one form or another. MCT programs test students periodically—mainly in arithmetic and language arts—throughout their school careers to make sure they are achieving at acceptable levels. Typically, students who don't score high enough on MCT tests receive special remedial work, or are held back, or in some states are refused high school diplomas.

In *Goodbye to Excellence,* psychologist Mitchell Lazarus firmly declines to get on the minimum competency bandwagon. He calls MCT programs a politically expedient, simplistic, quick-and-cheap attempt to satisfy the so-called back-to-basics movement. They don't accomplish any of the goals they are meant to, he says, such as raising student achievement, enhancing the meaning of the high school diploma, or even providing local school districts with useful data. Instead, they—

- Give states an indirect although very real instrument for taking control of curriculum away from local districts.
- Threaten to undo what equity we have achieved in education by discriminating against students who are members of minority groups, have handicaps, or change residence frequently.
- Turn minimum levels of achievement into maximum levels.

Part of the problem is that the "science" of group testing is still in a crude state, Lazarus says, but MCT proponents act as if it weren't. Group tests designed for wide use can never be an adequate measure of what children in particular classrooms have accomplished.

Worse in some ways are the bargain-basement instruments that state and local education agencies often construct in-house for their own MCT programs. Having written items for one such assessment, I know that when Lazarus says these tests are often thrown together under pressure of time and money, he's right.

Consequently, MCT advocates have to provide answers to the serious questions skeptics like Lazarus have raised. One is whether they are willing to accept on behalf of children the narrow, skills-based curriculum that critics say inevitably results from imposition of MCT.

Another is whether they are willing—at least in those states that would deny high school diplomas on the basis of arbitrary cutoff scores—to allow resegregation of our society.

As a science teacher, I also cannot help being concerned when I see how subjects that are tested draw resources away from subjects that are not—a category that includes science in most states.

Reviewed by Jon L. Harkness, science teacher, Wausau West High School, Wausau, Wisconsin; former member, National Council on Educational Research, the policy board of the National Institute of Education.

The Year of the Monkey: Revolt on Campus, 1968-69 by **William J. McGill.** McGraw-Hill. 297 pp. $15.95.

The Year of the Monkey is William McGill's running account of his first year—1968-69—as chancellor of the University of California at San Diego. In that year McGill, like so many college administrators of his generation, unexpectedly faced massive student protest over the war in Vietnam, among other polarizing issues.

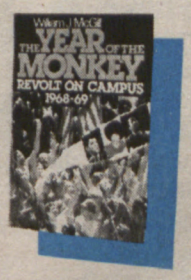
He was challenged on the left, he explains, by a small group of naive and idealistic radicals. On the right, his adversaries were a conservative state board of regents under the political leadership of an equally conservative Governor Ronald Reagan.

His duty, as he saw it, was to protect the rights of ordinary students to a traditional education and to preserve the autonomy of his campus from encroachment by the state board. To achieve these ends, he had to keep the radicals from politicizing and thereby destroying the university.

As someone who was a politically active graduate student at the Berkeley campus of the University of California during this period, I find myself now unexpectedly sympathizing with McGill's frustrations.

He has a lively style—which comes through in his writing—so it's easy to imagine his winning over readers who share his assumptions. Since I don't share those assumptions, however, I have ultimately quite a different reaction. To me, what McGill does *not* see in his analysis of the student revolt is at least as important as what he does see.

What McGill doesn't see now—and didn't see then—is that a middle-aged white male such as he naturally values a system that has worked superbly for him and others like him. This explains why he accepted the California system of higher education uncritically. For him its worst flaw was that it was bureaucratic.



Consequently, he could not understand why the powerless—i.e., people who were *not* white, male, or middle-class—inevitably appeared "unreasonable" when they faced entrenched power.

As a result of such insensitivity, when students asked for major changes in the design of their education, McGill responded with toughness—a style of leadership that made compromise difficult.

Despite my fundamental disagreement with McGill, I think *The Year of the Monkey* is valuable for the two perspectives it provides on campus events of the late sixties—the explicit interpretation the author intends and the implicit one I'm sure I won't be the only reader to infer.

Reviewed by Arlyn Diamond, associate professor of English, University of Massachusetts, Amherst; vice-president of the MTA/NEA-affiliated Massachusetts Society of Professors.

HUMAN RIGHTS

Desegregating America's Public Schools

Segregation is now more widespread for Chicano-Hispano students than for Blacks.

Strong efforts to desegregate schools get results—but without such efforts, racial segregation is likely to increase.

That's the conclusion of a recent report to a congressional subcommittee by the nonprofit Joint Center for Political Studies. The report analyzes figures on public school enrollment of Blacks, Chicano-Hispanos, and others from 1968 through 1980.

For Black students, segregation *decreased* more sharply in the South between 1968 and 1972 than in any other period or region, says the report's author, University of Chicago political science professor Gary Orfield.

By 1972, in fact, the South had the *least* segregated public schools in the nation—a position it still maintains. Progress in the South left the Midwest the most segregated region by 1972.

Four years later, schools in the Northeast, which grew steadily more segregated throughout the period of the study, had in turn become the most segregated in the nation. By the 1980-81 school year, schools with 90 to 100 percent minority student bodies enrolled almost half the Black students in the Northeast, but less than a fourth of those in the South.

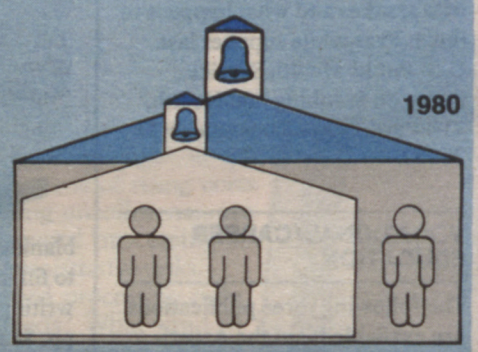
Between 1976 and 1980, the increasing segregation of the Northeast, a slight resegregation in the South, and a slowing of desegregation in the rest of the country took their toll. The "average" U.S. public school became more segregated.

For Chicano-Hispano students, segregation *increased* in every region of the country throughout the period of the study. Between 1968 and 1980, the Chicano-Hispano share of the school-aged population rose from 1 in 20 to 1 in 12. By 1980, Chicano-Hispanos were more likely than Blacks to attend schools with more than half minority enrollments (but less likely to attend schools with more than 90 percent minority enrollments).

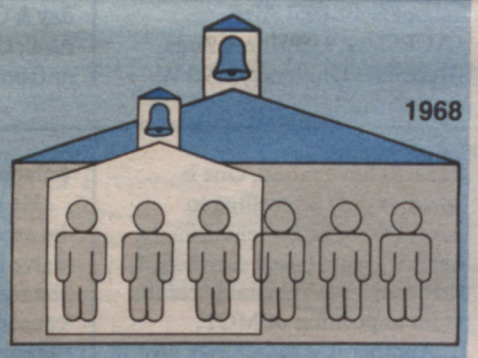
Demography provides one reason both for the greater segregation of Chicano-Hispanos than of Blacks nationwide and for the greater segregation of Blacks in the Northeast than Blacks elsewhere. Chicano-Hispanos and Northeastern Blacks are more likely than other groups to live in big cities. (In fact, 84 percent of Chicano-Hispanos live in metropolitan areas and 41 percent live in center cities.) So their children are more likely to attend large city schools, which often have mostly minority student bodies.

Federal policies, the report points out, provide another reason. School segregation is most acute for a group (Chicano-Hispanos) that the government has so far made little effort to integrate. For Blacks, segregation is greatest in areas where government efforts have been least forceful.

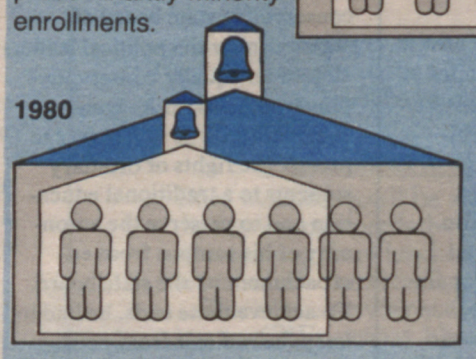
"Pressure to enforce desegregation has diminished in recent years, and so has progress," concludes Orfield. "Little can be achieved without clear policies, effectively implemented."



Nearly 2/3 of the nation's Black public school students attend schools with predominantly (more than 50%) minority enrollments.



In 1968, 54.8% of all Chicano-Hispano students attended schools with predominantly minority enrollments.



By 1980, 68.1% of Chicano-Hispano students attended predominantly minority schools.

The War Against Bias: Fighting on Two Fronts at Once

Unless minorities and women realize that their commonalities outweigh their differences and that they need each other, then the recent, historic civil and human rights movements will have been for naught.

That was the message NEA Secretary-Treasurer Mary Hatwood Futrell brought to women from across the country attending the first National Strategies Conference of the National Institute for Women of Color.

NIWC is a nonprofit organization founded in 1981. Among its goals is to promote educational and economic equity for Black, Chicano-Hispano, Asian/Pacific Islanders, American Indian, and Alaska Native women.

The National Strategies Conference, held at NEA Center in Washington, offered workshops in effective lobbying, community economic development, group decision making, fundraising, and proposal writing.

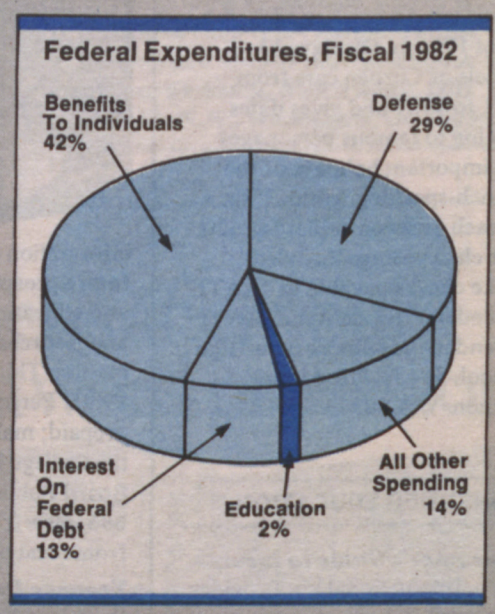
Among the conferees was Gladys Graves, a leader in the NEA-affiliated North Carolina Association of Educators. "Many people sense a conflict of interest in the civil rights movement that can be a real dilemma," Graves said. " 'Should fighting racism or fighting sexism have priority in the struggle for equality?' is a question often asked. I have a vested interest in *all* struggles for equality, and . . . I believe this will become the prevailing feeling."

NEA's Futrell charged the conferees to commit themselves to help forge a civil rights movement that is broader and more active than ever. "We must fight for the basic principles of ERA," Futrell said. "We must fight within our organizations for full representation of minorities—male and female; we must fight for fair employment and equal pay; we must fight for all women; we must resist all forms of discrimination."

WASHINGTON WATCH

As we go to press, NEA is gearing up for the battle that is certain to begin on Capitol Hill January 25 when President Reagan submits his federal budget for fiscal 1984—a budget expected to call for deeper cuts in education, Social Security, Medicare and other social programs but more money for weapons. NEA expects the complex federal budget-setting process once again to dominate the congressional agenda in the months ahead.

Education expenditures have accounted for no more than 2 percent of the federal budget in each of the last 15 years.



✔ Among the many other education-related issues expected to come before the new Congress early in its first session are tuition tax credits for parents who send their children to private schools. Proponents are certain to introduce new bills in both the Senate and the House. NEA and its allies will once again be going all out to defeat any such legislation.

✔ Although admitting that he doesn't have nearly enough votes in either chamber of Congress, Secretary of Education Terrel Bell says he still plans to replace the Education Department with a foundation that would play a more limited role. Meanwhile, Washington rumors have it that Bell himself may soon be replaced with someone who toes the Administration line more closely.

✔ A public employee retirement bill that would require state retirement plans to conform to federal fiduciary and information standards was, at press time, ready for floor action in both houses of the lame-duck Congress. NEA supports this legislation, designed to ensure that public pension plans are operated openly and honestly.

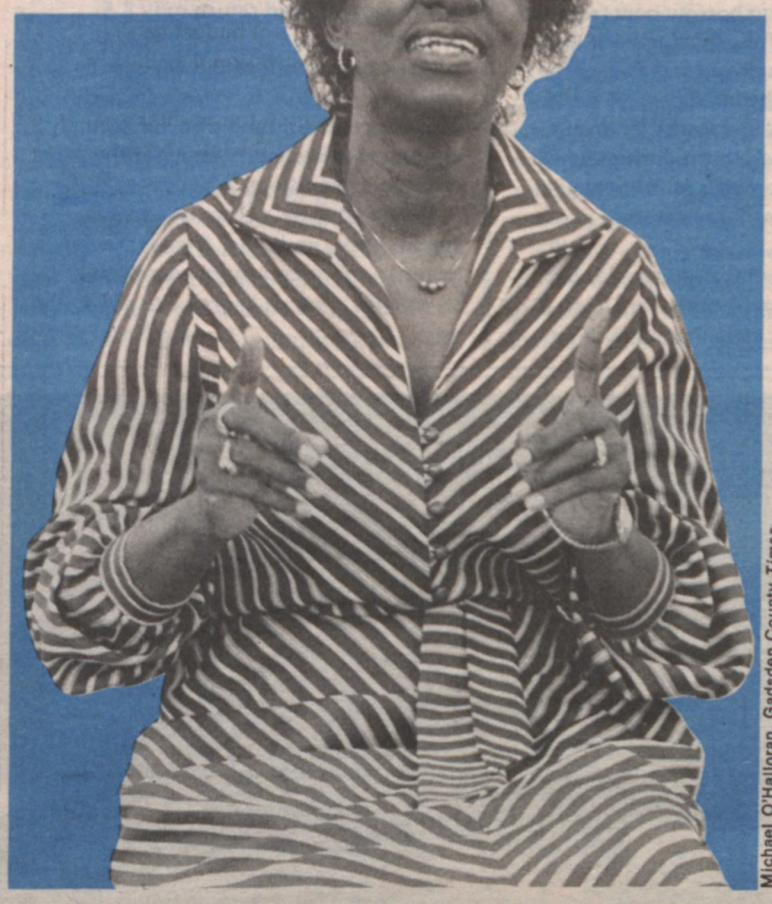
✔ In a coalition with labor, consumer, religious, senior citizen, civil rights, and farm groups, NEA is backing a medical cost containment bill. Called HALT (Health Action to Limit Takeaways), the proposal is aimed at bringing down the yearly increase in health costs to the rate of increase in the Consumer Price Index. Operated at the state level, it would save $5 billion annually in federal expenditures and another $5 billion for health consumers.

✔ The so-called "Apple bill" warrants a close look. Already cleared by the Senate Finance Committee and overwhelmingly approved by the House in the 97th Congress, it would provide large tax breaks for manufacturers who donate microcomputers to elementary and secondary schools. NEA has reservations about the bill: it has no teacher-training component and no provisions for financing instructional materials and other software that would be needed in the classroom. At press time, the bill was pending in the lame-duck Senate.

✔ Meanwhile, on the federal agency front, the Intergovernmental Advisory Council on Education will be conducting five public hearings around the country on education issues between now and June. Block grants, tuition tax credits, and the federal role in education are among the topics. The 20-member Council, appointed by the President, makes recommendations to the White House, Congress, and the Secretary of Education. Hearing dates are not yet set.

✔ Last but not least, the Department of Education has released its Unified Agenda of Federal Regulations—containing a list of the rules it plans to "review" in the coming months. Of particular interest are rules covering bilingual education, sex discrimination in college athletics, discrimination against the handicapped in programs receiving federal aid, and federal grant and loan programs for college students. NEA and its allies will be watching closely to see that in its zeal to "deregulate" education, the Department doesn't water down regs that provide key protections for educators, parents, and students.

People



Michael O'Halloran, Gadsden County *Times*

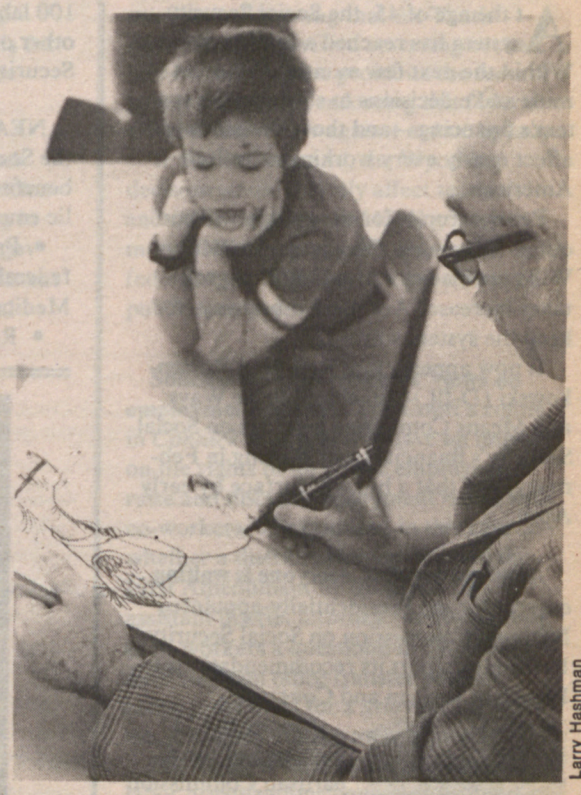
"If you are not a member of FTP-NEA, don't walk—run and join now," **Willie Ruth Williams** tells her colleagues. She's taught for 27 years at Shanks High School in Quincy, Florida.

It took a year out of her life, but Williams has now been cleared of a charge that she gave her students answers to state and county tests. When the Gadsden County school board made the accusation in the fall of 1981, the administration immediately transferred Williams to a middle school "to eliminate suspicion of testing fraud."

Outraged citizens protested to the predominantly white school board, but their objections fell on deaf ears. FTP-NEA and Williams took her case to the state's Education Practices Commission. The hearing officer found no evidence that Williams had helped students cheat.

"I'm a living witness that teachers need protection in their contracts," Williams says.

John Cody is an art professor at Bunker Hill Community College in Charlestown, Mass., but to hospitalized children he's known as "the cartoon man." One afternoon a week, Cody visits young diabetes patients at a Boston hospital and asks them what they'd like him to sketch. Requests range from "draw *me*" to "draw an elephant wearing a pink polka dot dress and roller skates." The cartoon man draws them all.



Larry Hashman

Cody's visits began 10 years ago when two of his own sons were patients at the hospital.

"Teaching is not an easy job if you put your heart and soul into it," says Riverdale, North Dakota, fourth grade teacher **May Jacobs,** newly retired after a half century of teaching. "When I locked my classroom door at night, it was never the end of it for me."

Jacobs says turning in her key for the last time was the hardest thing she's ever had to do.

A member of the North Dakota Education Association and NEA for as long as she can remember, Jacobs began teaching in 1932 in a rural school where she was paid $60 a month and allowed $3 a year for supplies.

"In those days," she recalls, "you could get a lot of paper for 50 cents." Jacobs salvaged paper from apple boxes for use in her art classes.

She enjoyed every year of her teaching career. In fact, she says, "I'm ready for another 50!"

Prospective teacher Donna Sasser is flying high.

She's president of her Student NEA local at Mobile's University of South Alabama. She also began skyjumping last summer.

So far on all her jumps she's been tied to a static line, which automatically opens her parachute—or is supposed to.

"I had an unexpected free fall when the chute failed to open once," says the 21-year-old elementary ed major. "I was scared, but managed to pull the reserve rip cord."

Another time she drifted past the target area, entangling her chute in a tree. Only her pride was hurt, as friends used a chain saw to recover the canopy.

"As the old-time jumpers say, 'Any jump you walk away from is a good jump!' " says Sasser, whose goals include freefalling from 7,500 feet, teaching overseas, and becoming an Association activist.

J. D. Jones

John Gillooly

Association activist Jerry Hong remembers well his early school years in Blackfoot, Idaho, struggling to learn the English language and adjust to small-town American life, thousands of miles from his birthplace in Canton, China.

"Fortunately," he says, "my teachers didn't think only about academics; they were loving and caring."

Now a teacher himself, he brings the same caring philosophy to his classes at Blackfoot High, his alma mater. This year Hong was voted the district's teacher of the year and placed second in the statewide competition.

Hong teaches remedial math, calculus, and trigonometry. He also chairs the district's ad hoc math committee and formerly served as secretary-treasurer of the 200-plus-member Blackfoot Education Association.

In his spare time, he helps manage his family's thriving Chinese restaurant business. His first love, however, is teaching.

Retired biology and chemistry teacher **Odell Owens** has become the first Black ever elected to office in Georgia's Polk County.

Owens, elected to the school board in November by a 3-to-1 margin, attributes his victory to several factors. "I've been active in the Polk Association of Educators, the Georgia Association of Educators, and NEA for more than 30 years," he says. "About 90 percent of the county's teachers and my former students—both Black and White—supported my campaign."

Even thought he's retired, Owens is now president of PAE and chairs GAE's membership steering committee.

He worked hard to be sure the campaign would not develop along racial lines. Polk County has over 10,000 registered White voters and 1,400 registered Black voters.

Owens ran a positive campaign, he adds. "I talked about what I could offer and said nothing about my opponent."

YOU AND YOUR RETIREMENT

With Help, Social Security Will Survive Its 'Midlife Crisis'

At the age of 45, the Social Security system has reached a turning point. Within the next few months, Congress must make decisions to shore up the system's financing—and those decisions will affect nearly every working or retired American.

Pension funds for the elderly will run out in July unless Congress takes action. Will benefits be reduced? Will payroll taxes increase? Are there other ways to keep the system solvent?

It now appears that Rep. Dan Rostenkowski (D-Ill.) will chair House Ways and Means Committee hearings on Social Security's financial woes starting in February, and that a bill will surface by early April.

As we go to press, everyone is waiting eagerly for the Presidentially-appointed National Commission on Social Security Reform to report its recommendations to President Reagan and Congress.

Rep. Claude Pepper, D-Fla.

Among the 15 members of the bipartisan Commission is 82-year-old Rep. Claude Pepper (D-Fla.), the foremost congressional spokesperson for the elderly.

Addressing NEA's recent East Coast Retirement Issues Forum, Pepper scored the Reagan Administration for its "get-them-off-our-backs, we're-tired-of-the-poor, the-ill, and-the-aged" attitude toward Social Security and other vital domestic programs.

In November, for the first time ever, Social Security's Old Age and Survivors' Insurance (OASI) fund had to borrow $600 million from the system's two companion funds for disability and health insurance, both of which enjoy huge surpluses.

Congress authorized the loan as a means of solving OASI's short-term financial problems.

In anticipating a shortfall of between $150 billion and $200 billion in the OASI fund between now and 1990, the Commission is assuming that bleak economic conditions—high inflation and high unemployment—will continue.

As Rep. Pepper points out, "Imagine how much the nation's 11 million unemployed would be paying into Social Security if they were earning a paycheck!"

The Commission is considering proposals to cut early retirement benefits, raise the Social Security retirement age to 68, increase payroll taxes sooner than scheduled, peg Social Security's cost-of-living increases to wage gains (rather than to the consumer price index), and mandate coverage of public employees.

Congress has already abolished the $255 burial benefit, upped Medicare costs for the elderly, begun phasing out college aid for the 500,000 sons and daughters of Social Security recipients, and eliminated the minimum monthly benefit of $122 for new retirees.

NEA is working with the Save Our Security Coalition, composed of over 100 labor, senior citizen, religious, and other organizations, to protect Social Security.

NEA argues Congress can strengthen the Social Security system without cutting benefits, increasing taxes, or forcing public employees to join. Here's how:

- Provide general revenue funds (from federal income taxes) to pick up more of Medicare's cost.
- Reallocate more of Social Security's payroll tax revenues to the OASI fund, less to the disability fund.
- Credit uncashed Social Security checks (totalling some $225 million) to the OASI fund instead of the Treasury.
- Allow OASI to borrow now from the health insurance fund, paying back the loans at market interest rates during the 1990's, when a scheduled payroll tax increase takes effect and a smaller group of Americans (those born during the Depression) begin to reach retirement age, once again creating large reserves in the system.
- Reenact standby authority for Social Security to borrow from the Treasury if necessary (just as state unemployment insurance programs do now).
- Allow Social Security trust funds to be invested in short-term, higher-interest certificates to earn the current market rate of 10 percent. The long-term investments now allowed return only 8.5 percent.

NEA believes all of these measures should be enacted to provide fail-safe financing and guarantee Social Security's continued existence even under the worst economic conditions.

With a little help from its congressional, labor, and other friends, Social Security will successfully pass through its midlife crisis and survive to a ripe old age.

—Barbara Lawless

Marvin couldn't understand Earth people very well. That's why Marvin came to me.
He knew that I was Computer Charlie.
He knew that I was one of the biggest brains around.

YOU AND THE LAW

1983 High Court Rulings To Have Broad Impact on Public Education

"Many of the cases that are before the Supreme Court this term will have a direct impact on public schools and teachers," says NEA General Counsel Bob Chanin, "and NEA will be filing several friend-of-the-court briefs."

Labor relations: Chanin argued before the Supreme Court in October that a negotiated contract allowing the exclusive bargaining representative to use the school mails and other communications facilities while denying such use to a rival union does *not* violate the Constitution's free speech and equal protection clauses.

The case, *Perry Education Association (PEA) v. Perry Local Educators Association*, arose in Indiana. NEA wants the Court to overturn the Seventh Circuit Court of Appeals' decision that the special access to communications facilities negotiated by the exclusive bargaining representative, the NEA-affiliated PEA, was unconstitutional.

Chanin argued that the school mails are not a public forum to which all groups should have access, but are a means to facilitate internal communication of school-related matters to teachers. The representational duties that state law imposes on the exclusive bargaining agent, Chanin argued, form the basis for defining its communications with the teachers as "school-related."

Age discrimination in employment: The Court will decide whether the extension of the 1967 Age Discrimination in Employment Act to state and local governments violates the Tenth Amendment to the U.S. Constitution. The federal government has asked the Court to reverse a federal trial court ruling in *Equal Employment Opportunity Commission v. Wyoming* that the Tenth Amendment provision reserving certain powers to the states prohibits the federal government from enforcing this federal discrimination law against a state agency.

If allowed to stand, the Wyoming decision would directly affect teachers and other employees of local governments. NEA opposes this attempt to deny federal age discrimination protection to public employees.

Solicitation of co-workers' views on employment matters: The Court's ruling in *Connick v. Myers* will have an impact on the rights of all public employees to raise and discuss employment issues with co-workers. The question in this case is whether a district attorney violated the First Amendment by dismissing an assistant district attorney for distributing to co-workers a questionnaire soliciting their views on office transfer policies, morale, the need for a grievance committee, and other employment matters.

NEA and several public employee labor organizations have filed a friend-of-the-court brief arguing that distribution of the questionnaire was protected by the First Amendment.

Smaller annuity payments to female employees: In *Arizona Governing Committee v. Norris*, the Supreme Court will decide the legality of a deferred compensation plan option that permits smaller monthly annuity payments to female employees than to male employees contributing the same amounts to the plan. Many annuity plans, including several used by teachers, base the smaller monthly payments on statistics showing that women, as a class, live longer than men.

NEA opposes sex discrimination in all aspects of employment. It has joined with two other education organizations in a friend-of-the-court brief in support of the Ninth Circuit's decision that the Arizona plan constitutes discrimination in violation of Title VII of the Civil Rights Act of 1964.

Affirmative action and layoffs: The Court will review a First Circuit Court of Appeals decision that despite a state civil service law requiring layoffs to be based on seniority, a federal court has the power to order a city to prevent its layoffs from reducing the percentages of minority police and firefighters, many of whom have been recently hired under a federal affirmative action order.

The appeals court stated in *Boston Firefighters Union v. Boston Chapter, NAACP* that layoffs by seniority would upset minority employment progress.

NEA intends to file a friend-of-the-court brief asking the Supreme Court to sustain the federal court's order.

The Supreme Court's decision in this case will have an impact anywhere there is a layoff of school employees in a district where a court order designed to remedy employment discrimination is in effect, or where discriminatory employment practices are found.

—Sheilah Vance

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YOUR NEA

Financial Report to Members

From NEA Secretary-Treasurer Mary Hatwood Futrell

Arthur Andersen & Co.
Washington, D. C.

To the Executive Committee and Members of the National Education Association of the United States:

We have examined the balance sheets of the General Fund, and the Capital Improvement Fund of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES (a nonprofit corporation incorporated by Act of the United States Congress) as of August 31, 1982 and 1981, and the related statements of General Fund activity and changes in financial position for the years then ended. We have also examined the consolidated balance sheets of the Special Purpose Funds of the National Education Association of The United States and subsidiary as of August 31, 1982 and 1981, and the related consolidated statement of activity and changes in fund balances for the year ended August 31, 1982. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of the General Fund, Capital Improvement Fund and Special Purpose Funds of the National Education Association of the United States and subsidiary as of August 31, 1982 and 1981, and the results of General Fund activity and changes in financial position for the years then ended and the results of Special Purpose Funds activity and changes in fund balances for the year ended August 31, 1982, in conformity with generally accepted accounting principles applied on a consistent basis.

Washington, D.C.,
October 25, 1982.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
BALANCE SHEETS AS OF AUGUST 31—GENERAL FUND
(Note 2)

ASSETS

	1982	1981
CURRENT ASSETS:		
Cash and short-term investments	$ 9,358,219	$ 6,352,364
Membership dues receivable from state associations—		
Notes, current portion (Note 3)	571,914	299,663
Other, net of reserves for cancellations and uncollectible amounts of $1,138,713 in 1982 and $981,274 in 1981	10,467,359	10,300,940
Notes receivable—other, current portion (Note 1)	305,449	302,500
Publication sales and advertising receivables	80,576	113,887
Amounts due from affiliates and other organizations, net of reserve for bad debts of $50,000 in 1982 and 1981 (Note 1)	793,180	1,079,753
Prepaid expenses	1,233,168	413,558
Other assets	700,413	892,970
	23,510,278	19,755,635
LONG-TERM ASSETS:		
Investment in securities at cost, which approximates market value	10,470	10,470
Notes receivable—dues, long-term portion (Note 3)	362,678	145,003
Property under capital leases, net of accumulated amortization of $1,058,304 in 1982 and $435,284 in 1981 (Note 1)	3,041,403	2,442,086
Equipment, less accumulated depreciation of $358,976 in 1982 and $256,369 in 1981	237,694	301,142
	3,652,245	2,898,701
Total General Fund assets	$27,162,523	$22,654,336

LIABILITIES AND FUND BALANCES

	1982	1981
CURRENT LIABILITIES:		
Installment notes payable	$ —	$ 40,426
Accounts payable and accrued liabilities	4,896,719	2,004,912
Accrued fringe benefits	2,424,408	2,439,688
Amount due to special purpose funds (Note 2)	2,421,969	3,201,591
Amount held for affiliates and other organizations (Note 1)	131,053	168,727
Obligations under capital leases (Note 1)	919,734	550,259
	10,793,883	8,405,603
LONG-TERM LIABILITIES:		
Installment notes payable	—	11,380
Accrued severance pay	1,914,216	1,729,853
Obligations under capital leases (Note 1)	2,334,269	1,985,730
	4,248,485	3,726,963
Total liabilities	15,042,368	12,132,566
COMMITMENTS AND CONTINGENCIES (Notes 5 and 7)		
FUND BALANCE:		
Beginning of year	10,521,770	10,713,530
Excess (deficit) of income over expenses	1,598,385	(191,760)
End of year	12,120,155	10,521,770
Total General Fund liabilities and fund balances	$27,162,523	$22,654,336

The accompanying notes are an integral part of these balance sheets.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENTS OF GENERAL FUND ACTIVITY FOR THE YEARS ENDED AUGUST 31
(Note 2)

	1982 Budget	1982 Actual	1981 Actual
INCOME:			
Membership dues	$70,593,000	$69,672,967	$66,746,470
Advertising	750,000	944,133	728,058
Interest and investment income	500,000	1,020,710	1,074,156
Fees and services, principally from affiliates and other organizations	500,000	380,717	858,126
Miscellaneous	—	—	167,124
	72,343,000	72,018,527	69,573,934
EXPENSES BY AREA:			
Affiliate Services	27,560,585	27,498,475	27,758,167
Communications	8,789,293	7,904,237	7,677,646
Government Relations	2,042,873	2,086,153	1,705,606
Human and Civil Rights	1,710,510	1,614,472	1,836,180
Instruction and Professional Development	2,359,984	2,275,960	2,107,795
Legal Services	7,061,530	7,174,718	7,004,909
Political Affairs	1,084,839	1,081,629	600,220
Research	3,543,554	3,556,917	3,277,865
Administration	5,902,191	5,932,534	6,052,722
Business and Finance	3,531,920	3,404,125	3,825,797
Data Processing	3,636,780	3,687,026	3,421,016
Governance	4,550,691	4,203,896	4,497,771
	71,774,750	70,420,142	69,765,694
EXCESS (DEFICIT) OF INCOME OVER EXPENSES	$ 568,250	$ 1,598,385	$ (191,760)

SCHEDULE OF EXPENSES BY TYPE

	1982	1981
SALARIES AND BENEFITS (Note 6)	$23,247,082	$21,805,047
GRANTS TO AND JOINT PROJECTS WITH STATE AND LOCAL ASSOCIATIONS	17,923,644	18,342,635
KATE FRANK/DUSHANE FUND EXPENDITURES (Note 4)	5,444,843	5,160,732
TRAVEL	6,866,615	7,655,060
PUBLICATION COSTS	3,133,661	3,535,051
OUTSIDE SERVICES (including consultants, printing, legal and audit)	6,721,586	6,128,359
MACHINERY RENTALS, REPAIRS, MATERIALS AND SUPPLIES	3,063,761	3,230,096
OFFICE EXPENSES (including telephone, office supplies and utilities)	2,410,142	2,343,866
ADMINISTRATIVE EXPENSES (including interest, insurance and rent)	1,408,808	1,564,848
	$70,420,142	$69,765,694

The accompanying notes are an integral part of these statements.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
GENERAL FUND
STATEMENTS OF CHANGES IN FINANCIAL POSITION FOR THE YEARS ENDED AUGUST 31
(Note 2)

	1982	1981
SOURCES OF CASH:		
From operations—		
Excess (deficit) of income over expenses	$1,598,385	$ (191,760)
Depreciation and amortization expenses	726,627	534,878
Decrease (increase) in—		
Receivables	(111,286)	310,173
Prepaid expenses	(819,610)	2,942,866
Increase (decrease) in—		
Current payables	2,018,805	1,491,580
Accrued severance pay	184,363	279,974
Cash provided by operations	3,597,284	5,367,711
Other sources of cash—		
Proceeds from notes payable under line of credit	5,500,000	7,400,000
Increase in obligations under capital leases	718,014	2,535,989
Total sources of cash	9,815,298	15,303,700
USES OF CASH:		
Payment of notes payable	5,500,000	7,400,000
Purchase of equipment	39,159	88,931
Payment of installment note	11,380	40,426
Increase (decrease) of other assets	(192,557)	243,296
Acquisition of property under capital leases	1,223,337	2,877,370
Increase (decrease) in long-term notes receivable	228,124	(562,257)
Total uses of cash	6,809,443	10,087,766
NET INCREASE (DECREASE) IN CASH	3,005,855	5,215,934
CASH, beginning of year	6,352,364	1,136,430
CASH, end of year	$9,358,219	$ 6,352,364

The accompanying notes are an integral part of these statements.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
CAPITAL IMPROVEMENT FUND
BALANCE SHEETS AS OF AUGUST 31
(Note 2)

ASSETS

	1982	1981
CASH	$ 843	$ 805
LAND, at cost	1,753,777	1,753,777
BUILDING, at cost, less accumulated depreciation of $5,093,933 in 1982 and $4,853,934 in 1981	6,803,865	7,043,864
Total Capital Improvement Fund assets	$8,558,485	$8,798,446

LIABILITIES AND FUND BALANCES

FUND BALANCE, beginning of year	$8,798,446	$9,035,975
INTEREST INCOME	38	35
DEPRECIATION (Note 1)	(239,999)	(237,564)
FUND BALANCE, end of year	8,558,485	8,798,446
Total Capital Improvement Fund liabilities and fund balances	$8,558,485	$8,798,446

The accompanying notes are an integral part of these balance sheets.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
SPECIAL PURPOSE FUNDS
CONSOLIDATED BALANCE SHEETS AS OF AUGUST 31
(Note 2)

ASSETS

	1982	1981
CASH	$ 167,984	$ 239,467
ACCOUNTS RECEIVABLE	964,748	463,985
PREPAID EXPENSES	43,153	18,153
LEASEHOLD IMPROVEMENTS, FURNITURE AND EQUIPMENT, net of accumulated depreciation of $78,940 in 1982 and $35,080 in 1981	133,762	186,091
INVESTMENT SECURITIES, at cost, which approximates market	230,535	203,794
AMOUNT DUE FROM GENERAL FUND	2,421,969	3,201,591
Total assets	$3,962,151	$4,313,081

LIABILITIES AND FUND BALANCES

LIABILITIES:		
Accounts payable and accrued liabilities	$2,623,481	$2,679,716
FUND BALANCES, beginning of year	1,633,365	1,116,405
Excess (deficit) of income over expenses	(294,695)	516,960
FUND BALANCES, end of year	1,338,670	1,633,365
Total liabilities and fund balances	$3,962,151	$4,313,081

The accompanying notes are an integral part of these balance sheets.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
SPECIAL PURPOSE FUNDS
CONSOLIDATED STATEMENT OF ACTIVITY AND CHANGES IN FUND BALANCES FOR THE YEAR ENDED ANGUST 31, 1982
(Note 2)

	Balances August 31, 1981	Income: Association	Income: Other	Expenses	Balances August 31, 1982
UniServ	$ 738,645	$13,043,961	$ —	$13,247,070	$ 535,536
Kate Frank/DuShane Fund (Note 4)	—	5,444,843	74,180	5,519,023	—
Special Services and Educational Travel Trust Funds (Notes 2 and 8)	114,751	—	4,929,026	4,875,969	167,808
National Teachers Assistance Fund Grant (Note 7)	231,399	—	—	64,000	167,399
Reserve for Retirement Benefits	210,712	—	—	15,840	194,872
Hilda Maehling Fellowship Fund	167,813	5,000	26,653	18,601	180,865
William G. Carr Scholarship Award	58,527	—	3,998	10,275	52,250
Educational Technology Contracts and Grants	20,260	—	—	2,000	18,260
NEA-Retired Program (Note 1)	—	—	21,680	—	21,680
NAACP Assistance	45,993	—	—	45,993	—
NEA ERA Ratification Fund	43,716	—	43,707	87,423	—
Teacher Retirement Project	1,249	—	—	1,249	—
USOE Ethnic Studies Grant	300	—	—	300	—
	$1,633,365	$18,493,804	$5,099,244	$23,887,743	$1,338,670

The accompanying notes are an integral part of this statement.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

NOTES TO FINANCIAL STATEMENTS AUGUST 31, 1982 AND 1981

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The National Education Association of the United States (the "Association") is a nonprofit corporation incorporated under a special Act of the United States Congress. The Association is exempt from Federal income taxes under section 501(c)(5) of the Internal Revenue Code, except for income derived from unrelated business activities. For the years ended August 31, 1982 and 1981, the Association incurred a loss from these unrelated business activities and, accordingly, no provision for income taxes has been included in the accompanying financial statements.

Governance Affiliates, Non-Governance Affiliates and Other Organizations
The Association provides various administrative services and acts as custodian for the funds of certain Governance and Non-Governance Affiliates and other organizations, which also offer services to members of the Association and to other educators. However, each of these organizations has a separate Board of Directors and operates independently of the Association. Accordingly, the accompanying financial statements present the financial activity of the Association exclusive of these organizations, except for the funds held by or due to the Association as custodian.

General Fund Budget
The budget of the Association is designed to achieve the goals and objectives of the Association. The budget amounts included in the Statement of General Fund Activity are as approved by the Association's Representative Assembly and amended by the Board of Directors, as set forth in guidelines approved by the Representative Assembly and the Board of Directors.

Life Membership
In July 1973, the Representative Assembly approved the discontinuance of life membership. However, all life membership applications received prior to that date will continue in force under their original terms, which allow for the payment of life memberships in equal installments over a period of ten years.

For the years ended August 31, 1982 and 1981, total life membership receipts were approximately $200,000 and $350,000, respectively. Such amounts are included in membership dues in the accompanying statements of General Fund activity. At August 31, 1982 and 1981, the aggregate outstanding receivable balances from life membership were approximately $125,000 and $325,000, respectively. These amounts have not been recorded in the accompanying financial statements since it is not possible to estimate the amount which will ultimately be collected.

Property, Equipment and Depreciation
The Association records depreciation on its building in the Capital Improvement Fund. This depreciation is recorded using the straight-line method over the estimated useful life of the building of 50 years. The depreciation recorded on the building was $239,999 in 1982 and $237,564 in 1981. The Association also capitalizes assets (principally furniture and equipment) with a cost in excess of $2,500 in the General Fund and depreciates these assets using the straight-line method over the estimated useful life of the assets. Depreciation on equipment in 1982 was $102,607 and $99,594 in 1981.

NEA-Retired Program
During the year ended August 31, 1982, NEA began offering life membership to retired members through a new special purpose fund known as the NEA-Retired Program. Payments to the fund qualify retired members for the regular services provided to active members, as well as services designed specifically for retired persons. Activity in this special purpose fund was not significant during the year ended August 31, 1982.

Investment in Nonoperating Land and Improvements
In May 1979, the Association sold approximately 27 acres of land in Reston, Virginia, for $1,400,000. The terms of the sale included $450,000 at settlement, with the balance payable as follows: $375,000 in 1980, $287,500 in 1981 and $287,500 in 1982, at the rate of 9% interest per annum. The Association recognized a gain on the sale in 1979 in the amount of $225,380, which was recorded in the Statement of General Fund Activity. As required, the final payment was received in September of 1982.

Leases
Future minimum lease payments (primarily for computer equipment) under both capital and operating leases as of August 31, 1982, are as follows:

	Capital Leases	Operating Leases
1983	$ 980,117	$231,624
1984	1,063,817	151,872
1985	1,001,329	7,065
1986	672,432	—
1987	276,824	—
Total obligation	3,994,519	$390,561
Less—Amount representing interest	740,516	
Present value of net obligation	3,254,003	
Less—Current portion	919,734	
Long-term obligation at August 31, 1982	$2,334,269	

Rent expense on operating leases was approximately $322,000 in 1982 and $365,000 in 1981.

Reclassifications of 1981 Amounts
Certain 1981 amounts have been reclassified to be comparable with account classification for 1982.

(2) COMPOSITION OF FUNDS

General Fund
The Bylaws of the Association provide that the General Fund shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of Association publications and payments for services and funds received by gift, bequest, devise or transfer to the Association, which are not specifically designated for deposit in the Capital Improvement Fund. All operating accounts and debt services shall be paid out of the General Fund.

Capital Improvement Fund
The Capital Improvement Fund shall comprise the properties and permanent investments of the Association, and other funds or properties received by gift, devise, bequest or transfer for deposit in the Fund. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this Fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds
The Association has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the Kate Frank/DuShane Fund (see Note 4), government and private contracts and grants, and the administration of various services such as insurance plans for members. These Funds also include the activity of Teachers Services Corporation, a wholly owned subsidiary of the Association. Teachers Services Corporation provides support to the Special Services and Educational Travel Trust Funds primarily in the areas of membership services, affiliate support, marketing and training. Virtually all of the revenues of this subsidiary are generated through agreements with the Association.

(3) MEMBERSHIP DUES RECEIVABLE FROM STATE ASSOCIATIONS

A portion of membership dues receivable from certain state associations is represented by interest-bearing notes, which are payable to the Association in varying amounts through 1985. The following is a summary of the notes, representing dues receivable applicable to fiscal years ending as shown, as of August 31, 1982 and 1981.

Dues Year Covered	1982 Current	1982 Long-Term	1981 Current	1981 Long-Term
1972 and prior	$103,378	$ —	$103,378	$ —
1978	—	—	2,953	—
1979	145,003	—	193,332	145,003
1982	323,533	362,678	—	—
	$571,914	$362,678	$299,663	$145,003

(4) KATE FRANK/DUSHANE FUND

The Kate Frank/DuShane Fund (the "Fund") was established by the Representative Assembly to protect the human, civil and professional rights of educators. The major program of the Fund, the Unified Legal Services Program, provides legal assistance to members of the teaching profession in matters relating to their employment. Prior to December 31, 1981, the Fund also provided short-term loans to teachers and state associations. The loans outstanding totaled $1,070,834 in 1982 and $1,122,810 in 1981. The ultimate collectibility of these loans cannot be determined and, accordingly, they are not reflected in the accompanying financial statements. Collections on these loans will be recorded as increases in the Fund, if and when received. During 1982 and 1981, $74,180 and $45,823, respectively, was collected and recorded as income in the accompanying financial statements.

(5) BANK LINE OF CREDIT

The Association has a $12,000,000 line of credit from a commercial bank at the bank's prime interest rate. The maximum amount outstanding during the years ended August 31, 1982 and 1981, was $5,500,000 and $7,400,000, respectively. Interest expense was $91,000 for 1982 and $240,000 for 1981.

(6) RETIREMENT PLAN

The Association participates in a multiemployer contributory defined-benefit retirement plan which covers substantially all permanent employees. Approximately 70% of the employees covered under the plan are employed by the Association; the remaining 30% are employees of various state and local affiliates of the Association. The Association's policy is to fund retirement costs accrued. The Association's retirement plan contribution expense for the years ended August 31, 1982 and 1981, was approximately $2,015,000 and $1,795,000, respectively. The accumulated plan benefits and plan net assets available for benefits, as of the date of the latest actuarial review, are presented below.

	January 1, 1982	January 1, 1981
Actuarial present value of accumulated benefits:		
Vested	$21,842,106	$19,994,377
Nonvested	2,052,413	1,795,097
	$23,894,519	$21,789,474
Net assets available for benefits	$41,872,742	$39,496,771

The actuarial present value of accumulated plan benefits ignores the effects of future compensation increases on the benefits that participants will receive for their past service. If this value is adjusted for projected salary increases, consistent with the assumed rate of return, the adjusted actuarial present value of accumulated plan benefits would be approximately $34,085,227 and $29,244,975 as of January 1, 1982 and 1981, respectively.

The assumed rate of return used in determining the actuarial present value of accumulated plan benefits was 8% for both 1982 and 1981. As of January 1, 1982, the retirement plan had no unfunded liabilities.

(7) CONTINGENCIES

National Teachers Assistance Fund, Inc.
The National Teachers Assistance Fund, Inc. ("NTAF") is a nonprofit corporation established for the purpose of providing financial and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this connection, NTAF has from time to time guaranteed loans made by commercial banks to teachers who were involved in such disputes. These loans are secured by letters of credit from those state affiliates which are members of NTAF and also by the Association's letter of credit in the amount of $1,580,000, on which the Association pays a commitment fee. In the event of default on a loan, the Bylaws of NTAF provide that the bank shall first draw upon the letter of credit of the state affiliate from which the funds were transmitted and, thereafter, proportionately from all other letters of credit, including the Association's.

As of August 31, 1982, the Association is contingently liable for $643,000 of the $1,286,000 loans guaranteed by NTAF in the event of default. Losses from defaults since the inception of NTAF have not been significant.

Internal Revenue Service Examination
The Internal Revenue Service is scheduled to perform a review of the Association's Return of Organization Exempt from Income Tax (Form 990) for the year ended August 31, 1981. This review will commence in December 1982. Management believes that the results of this examination will not have a material impact on the Association.

Other
The Association has been named as a party in several legal matters, the outcome of which cannot presently be determined. Management believes that the net result of these claims will not have a material impact on the Association.

(8) SPECIAL SERVICES AND EDUCATIONAL TRAVEL TRUST FUNDS—SUMMARY OF ACTIVITY

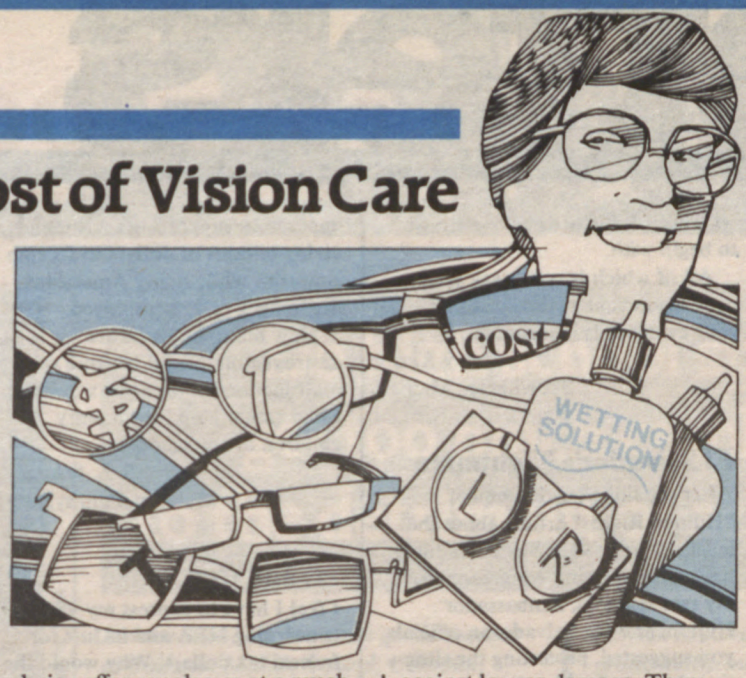
The following schedule summarizes the activity of the Special Services and Educational Travel Trust Funds for the years ended August 31, 1982 and 1981.

Program	1982 Income	1982 Expenses	1982 Excess (Deficit)	1981 Excess (Deficit)
Life Insurance and Accidental Death and Dismemberment Insurance	$3,059,276	$3,046,288	$ 12,988	$221,601
In-Hospital Benefit Plan	334,224	305,639	28,585	1,412
Homeowners Insurance and Tax-Deferred Annuities	500,000	470,703	29,297	14,123
Long-Term Disability (American Fidelity)	120,000	119,094	906	31,851
Long-Term Disability (Washington National)	109,934	103,297	6,637	—
Hertz Discount Program	77,000	75,838	1,162	2,914
Literary Guild Program	95,312	87,030	8,282	19,241
Prescription Services	61,800	67,658	(5,858)	(4,754)
United Teachers Credit Plan	71,326	102,754	(31,428)	(1,048)
United Teachers Vitamin Program	202,786	235,523	(32,737)	11,031
United Teachers Purchasing Service	50,440	41,726	8,714	8,204
Educational Travel and Professional Development Programs	201,453	220,419	(18,966)	(20,608)
Other	45,475	—	45,475	5,445
	$4,929,026	$4,875,969	$ 53,057	$289,412

PERSONALLY SPEAKING

HEALTH

Cutting the Cost of Vision Care



Health care costs in the United States have risen tremendously in the past two decades. But there's one area, at least, where smart consumers can cut costs without sacrificing quality, and that's in the purchase of eyeglasses and contact lenses. Intense competition has actually *reduced* costs for those who know how to shop around.

The American Optometric Association reminds us that there are six elements that affect the price of a pair of glasses: the prescription, the lens size, the lens material, whether the lenses are tinted or not, the lens type, and the frames. Except for the prescription, the consumer usually has a say in selecting all of these except the prescription.

In general, large lenses cost more than smaller ones; plastic lenses cost slightly more than glass; tinted lenses cost more than clear; special lenses, such as "invisible bifocals" and sun-sensitive lenses, cost more than plain bifocals or sunglasses; and designer frames cost more than regular frames. In addition, many competitive discount chains offer eyeglasses at a much lower cost than small shops, but possibly without as much individual attention.

If you're considering joining the estimated 13.9 million Americans who wear contact lenses, remember to compare not just costs but what is included in those costs. When you buy contacts you're also paying for services such as the initial examination, the prescription, follow-up visits, and instruction on caring for the lenses.

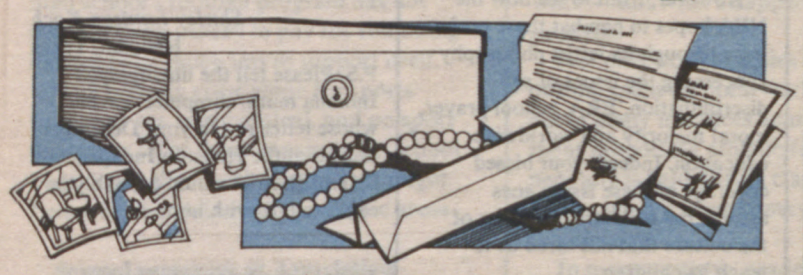
Some optometrists may also include in the initial costs such items as wetting, soaking, and cleaning solutions; cleaning equipment; and insurance against loss or damage. Therefore, make sure that the price you're quoted doesn't omit hidden charges that will drive your final costs up. Find out in advance what the *total* fee will be and what it includes. Also, ask about the optometrist's refund policy for patients who cannot, for whatever reason, adapt to their new lenses.

Finally, be wary of persons who push contact lenses without asking any questions. Reputable optometrists will not prescribe contacts for someone they feel will not be able to wear them successfully, and will discuss the matter with the patient.

—NEA Special Services

MONEY

Do You Have a Safe Deposit Box?



You don't have to be a Rockefeller to need the security of a safe deposit box. You may not own diamond tiaras or gold coin collections, but everyone has valuable records that merit the protection a bank safe deposit box can offer.

Many types of documents are expensive, difficult, or even impossible to replace. If you suffer a burglary, fire, or natural disaster, you'll be under enough stress already without the burden of trying to replace important records, such as your homeowners insurance policy.

Here are just some of the records you should store in a bank safe deposit box:

- **Personal documents:** birth certificates, marriage licenses, divorce papers, passports, military discharge papers, and any important letters that would be impossible to replace.
- **Homeowners insurance:** not only the policy, but an up-to-date inventory of your belongings. List serial numbers of all appliances, and take photographs of all your rooms. Such records will greatly simplify claim making should you experience a fire or natural disaster.
- **Financial records:** deeds, titles, mortgages, stocks, bonds, and bank savings certificates. A list of all your investments will help your family should you die unexpectedly.
- **Items of value:** small, seldom-used valuables—especially family heirlooms that may have great sentimental value but little insurance value.

Surprisingly, there are some valuable documents you should **not** store in a safe deposit box. After your death, your relatives may not be able to obtain the contents of your safe deposit box until a legally specified period of time has passed. Therefore, while you may want to keep *copies* of your will and your life insurance policies in a safe deposit box, make sure the originals are kept somewhere more accessible.

Likewise, it's generally unwise for a married couple to have joint ownership of a box, since personal squabbles or legal action against one partner could tie up property for both.

When you rent a box, keep an inventory at home of what it contains. Every time you add or remove an item, update your inventory accordingly. This will not only prevent you from misplacing records and assuming they are safely stored away, but will prove valuable in the unlikely event that your safe deposit box is ever destroyed or burglarized.

Finally, remember that if you store income-producing items, such as stock certificates or deeds to rental properties, you may be able to deduct the cost of renting the box from your federal income taxes.

—NEA Special Services

LEISURE

Educational Travel Can Be A 'Nontaxing' Experience

How would you like to travel to some exotic vacation spot—and then deduct all the expense from your income taxes because the trip improved your teaching abilities?

Sound too good to be true? Well, it probably is! While the Internal Revenue Service has ruled that certain types of travel may be considered a form of education, and that expenses for such travel may be deductible, claiming this deduction isn't easy. The IRS is understandably *very* picky when it comes to travel deductions. So if you're planning a summer trip and expect Uncle Sam to help pay for it come next April 15, be sure you know what you're doing.

There are no hard and fast rules as to what the IRS considers educational travel. It is the responsibility of the taxpayer to show that the trip was *directly related* to his or her duties as a teacher. While there are few specific requirements that must be met to characterize a trip as educational, and therefore deductible, here are some general factors the IRS weighs when making its decision:

- The amount of time devoted to education-related activities in comparison with the time devoted to personal activities.
- Whether the trip's destination is noted for its resort qualities.
- The method of travel (cruise ships are generally a no-no!).
- Whether or not your employer required you to take the trip.
- And, most importantly, whether the trip specifically improved your teaching skills.

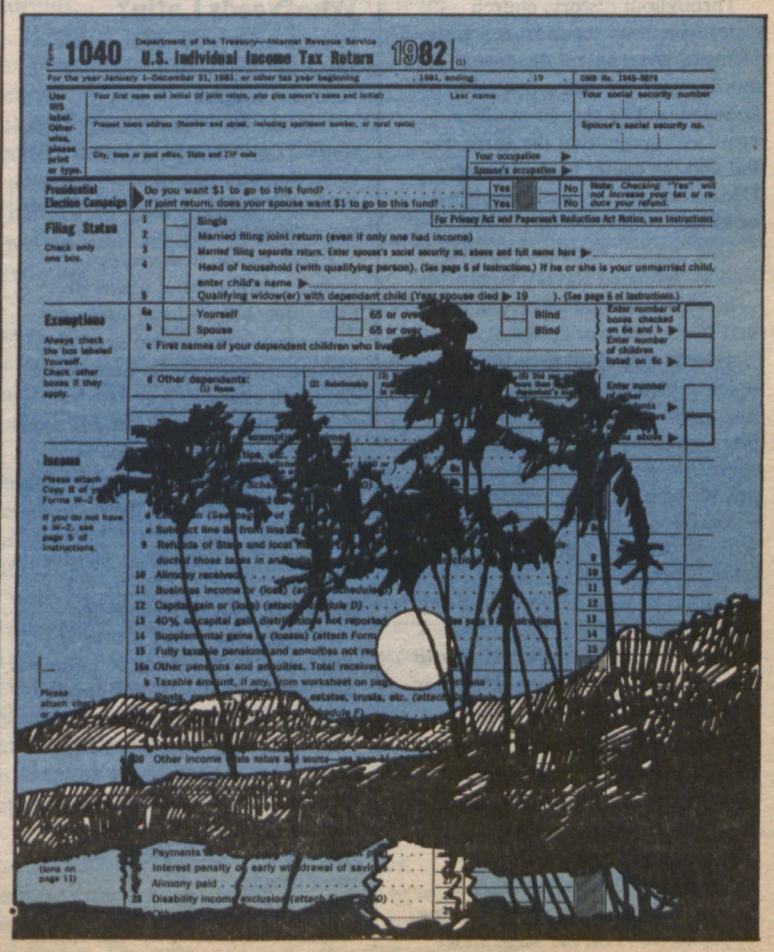
If you want to deduct your educational travel, planning ahead is imperative. A teacher who simply dawdles around Europe for six weeks will not have much chance of deducting a penny.

Plan to attend seminars and take notes, visit schools, interview teachers, attend a course related to the subject you teach, take pictures to show your class, collect teaching aids. Above all, keep meticulous records of everything you do and spend, including receipts whenever possible. You must be able to prove to the IRS that you weren't just another tourist.

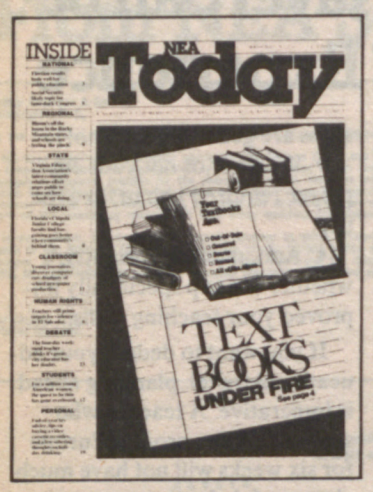
But even if your trip is mainly for pleasure, you may still be able to deduct *parts* of it as educational. For instance, you may not be able to deduct your entire trip to Europe, but as an art history teacher you might be able to deduct the expenses related to a daytrip to the Louvre if you can show that it improved your teaching skills.

Finally, beware of packaged tours that promise tax deductions. A reputable travel service knows that there's no such thing as a guaranteed tax break.

—NEA Special Services



Letters



Textbooks Under Fire

I happen to disagree with your article on textbooks. . . . There are so many good classical books that I don't see the need to have children and teenagers reading any book which uses vulgar language.

Also we as Americans need to see more heroes put back into the history books. According to the Thomas Jefferson Research Center, when America won its independence, religion and morals accounted for more than 90 percent of the content of school readers.

History proves that if we give our children heroes and moral principles to live up to, they will. From early childhood we need to tell them stories of America—its greatness and its goodness.

Betty Batten
Huntington, Connecticut

Thanks for your fine article, "Textbooks Under Fire." The South and its so-called "moral majority" have long gone against the grain of what America has stood for, namely freedom of choice.

Throughout history, church states have been the most repressive forms of government, leading to murder, torture, and suppression of knowledge. The church of 400 years ago taught that the earth was flat and the center of the universe. Dissenters were severely punished or killed.

Our "moral" Southern church leaders defended slavery vigorously —as well as virtual slavery in the first factories before unions.

To expose a child to only one point of view or to eliminate unpopular ideas is brainwashing, plain and simple. If freedom is to survive in America—and believe me, it's being strongly challenged—it will have to be up to our public schools, because if private church schools take over, there will be only one point of view and the earth will again be flat.

Albert Kapustar
Adrian, Michigan

Open to Debate

Kudos for a most interesting and provocative December issue.

Re the "debate" between Yergeau and Boyle: my understanding has always been that a debate is between people espousing opposite views on the same statement or question—in this case, "Should schools embrace the four-day week?" It occurs to me that each of your two "debaters" is addressing a different question. Each proponent makes many valid points—even makes his/her case—but Deerfield, N.H., and San Diego, Calif., are NOT the same "question"!

Aldana Perez
Stamford, Connecticut

Our hats are off to the New Hampshire state board of education and to the schools of Deerfield, N.H., for their courage in implementing a four-day school week as an alternative to further reductions in curricula.

As many as 15 Michigan districts have expressed interest in trying a four-day week as a means of maintaining existing educational programs in the wake of rising costs and reduced state funding. My large rural district in Michigan's Upper Peninsula projects a $100,000 deficit by the end of this school year. A four-day week could save that amount in transportation and utility costs.

But the Michigan superintendent of public instruction and the state board of education have summarily refused requests for waivers of the 180-day student attendance requirement.

There is a long American tradition of experimentation and local control of education. It is unfortunate that the state of Michigan will not allow alternatives that could maintain educational programs for less money. The real losers, I'm afraid, will be the children.

Tom Lee
Ontonagon, Michigan

Who Needs Latin?

I do not believe the brief article about Latin in your December "Trends" column.

I do not doubt that students who studied Latin scored high in SAT tests. But who takes Latin? Primarily top students with a bent for academics.

Every nation needs a few pedants sitting about university campuses, but we have a tremendous need for technical experts in computers and robots. Latin will not teach either.

I have traveled some and I never heard anyone speaking the language. Sorry. I think Latin should be buried next to new math.

Daniel T. Streib
San Diego, California

When you cite above-average verbal and math SAT scores as evidence that the study of Latin has desirable side effects, you employ a form of reasoning duly noted by Roman rhetoricians. They termed it *post hoc ergo propter hoc* (after it, therefore because of it). The Romans thought this form of reasoning was fallacious. So do most people.

Consider, for example, the not improbable possibility that students who elect Latin are above average to begin with.

All of which is not to say your conclusion is incorrect, just that your evidence is inadequate.

Harry Kerr
Skowhegan, Maine

El Salvador's Nightmare

After reading your December "Human Rights" article about the teachers arrested in San Salvador, I have written to my congressman, my two senators, Ambassador Hinton, and the Salvadoran officials you suggested, protesting the situation there and asking for the teachers' safety.

Thank you for a good, vital, and even militant paper.

Martha Pickering
Louisville, Kentucky

'Good Guys, Bad Guys'

I am writing to express my disappointment in the direction our organization seems to be pursuing. I refer specifically to "your" decision to politicize our organization in a particular vein. I also strongly resent your apparent unwillingness to present alternative viewpoints on complex political and social issues in our news publications.

I believe our organization should reflect the diversity of its membership. Reducing issues to "the Good Guys against the Bad Guys" does a real disservice to the purposes of our profession. I urge you to respect the intelligence and the independence of NEA members.

Ken Johnson
Soda Springs, Idaho

Federal Aid: Pro . . .

I can't understand how so-called Christians can complain about their tax money going to a worthy cause. Everyone is not as fortunate as some of us, and I am glad to help feed hungry kids in our schools through a federal program. This is a basic need for every human being.

However, I am opposed to being taxed to support private schools or to build nuclear submarines and other weapons that may one day destroy mankind. I am also opposed to supporting racism and giving billions of dollars to foreign countries while many Americans are hungry and unemployed.

How many weapons are destroyed on takeoff because of a malfunction? With my tax dollars, I had rather help feed hungry children in our schools.

B. L. Whitaker
Malvern, Pennsylvania

. . . and Con

I feel I have to express my views concerning NEA and its lust for federal tax dollars. Why would the educational leaders of the USA think the receiving of federal funds was a sound practice? Did we ever send a dollar to Washington, D.C., and realistically hope that after the bureaucracy funneled it back, it would be worth a third of that original dollar?

The NEA is at the leadership level an extension of the Democratic Party, and yet the membership votes for a total program, not just a self-centered greed for dollars.

We as teachers should lead the charge for sound fiscal policy and for return of power and sources of income to the state and local levels.

Lanny Sells
Forgan, Oklahoma

Biased Coverage?

Most public school teachers share the common problems of school discipline, low pay, poor retirement benefits, lack of administrative and parental support, declining enrollment, and in some areas a lingering discrimination against female teachers.

However, I fail to see how the NEA hopes to combat these problems through its leftist philosophy concerning the issues of sex discrimination, ERA, school prayer, moral majority and worldwide education. Indeed, your biased coverage of these issues goes against the mainstream values of the culture that has hired us to teach its children.

Merrill Galer
Trumbull, Connecticut

You constantly sit as *the* experts who care more and know more for children than anyone—even the parents. I do not hear much from you about the parents' right to choose what they want their children to learn. Unless, of course, it happens to be a parent with your presuppositions and biases. Then I hear you screaming, "Rights! Rights!"

You sound as if you and you alone are the supreme source of all education and truth. I've never heard a fundamentalist preacher put forth more bias.

It seems to me both Right and Left are going to have to quit attempting to cram their opinions down one another's throats by legislation and give us a true plurality, a true right to choice.

Gene Rice
Erie, Kansas

Make Your Voice Heard!

Now is the time to consider representing your local or state Association at the 1983 NEA Representative Assembly, July 2-5 in Philadelphia.

NEA mailed guidelines governing delegate nomination and election to each Association president in October. Affiliates are advised to follow these guidelines accurately to preclude the possibility of their delegates' not being seated.

The NEA bylaws provide for the direct allocation of delegates to state Associations and to each local Association with 76 or more members. However, more than half of NEA's locals are smaller than that and so are afforded representation by a clustering process. This process is administered by each state Association.

Whatever the size of your local, as a properly elected delegate you have the opportunity to be part of the world's largest democratic deliberative body as it sets policies and direction for the Association.

. . . Or Just Right?

I am thoroughly enjoying your new periodical. I used to set aside my copies [of the *NEA Reporter*] as something I *should* read (but seldom got around to—it wasn't very exciting reading, anyway).

Now I read the entire publication. Bravo, too, for all the *positive* articles, both the "news" types and the ones about teachers and their nonschool lives.

Shirley Jamison Koch
Houston, Texas

P.S. Please tell the unemployed Indiana math/computer teacher whose letter ran in your December issue that the Houston Independent School District would probably be eager to talk with him.

I want to congratulate you for *NEA Today*'s getup and its educational content.

The information published in it is so valuable to me as a teacher at North Carolina Central University that I am already using it for my courses in "Teaching as a Profession" and "School Public Relations."

If I had known earlier that you were going to publish such a loaded monthly, I would have cancelled my two subscriptions to educational journals.

Congratulations again.

Naren Tambe
Durham, North Carolina

What's your opinion? NEA members are cordially invited to use this page to exchange ideas with their 1.7 million colleagues around the nation. Correspondence should be addressed to "Letters," *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

Debate

Do high school sports get too much emphasis, to the detriment of academics?

Margaret Scott

YES

Janette Tichenor is a sixth grade teacher at Calhoun Middle School, Calhoun, Kentucky. She holds an M.A. in elementary education and has taught for 13 years. A member of NEA and its 1982 Elections Committee, Tichenor is also a member of the Kentucky Education Association Board of Directors and chairs its Testing Committee.

High school sports have public support and are well funded, because they provide entertainment. But the first and foremost objective of our schools should be to educate *all* of tomorrow's leaders, not just to offer a springboard for tomorrow's professional athletes.

My elementary classroom is very crowded. When I ask why, all I hear is that funds are not available to lower class size. We have to "tighten our belts."

Yet my local board of education has appropriated some $1,500 in the last two months for paraprofessional coaches.

Some argue that established school athletics programs support themselves and even make enough money to support less popular activities. I'm not convinced. Our high school's football program has not made enough money to pay for resodding its own field, much less to support itself.

The housing costs alone for sports functions are astronomical, and no sport can cover all of these expenses. So school boards pay them with money that might better be channeled into academic areas.

Several years ago, as Association representative to the school board, I was asked to request $80 to buy reading workbooks for a fourth grade class. The board had retained approximately $3,000 of the elementary instructional budget to be used as matching funds. The superintendent agreed to match $40, but the reading teacher had no money, so I had to address the board.

As I waited to be heard, the board members voted to spend $1,500 of the elementary matching funds to purchase high school athletic equipment.

When I finally got my turn, the superintendent refused to recommend the expenditure. After considerable debate, with raised voices, the chairman of the board took $40 from his own pocket and threw it at me. The ratio of $40 for academics—basic reading—to $1,500 for secondary athletics was a slap in the face I will never forget.

Athletics can teach students important values, but again the problem is priority. A student who becomes a star athlete is often permitted to "get by" academically. The importance is placed on winning—sometimes at all costs. Many high school teachers have faced pressure to get the "star" through their class. Frequently, those who refuse to lower their standards are subtly punished.

Students tend to see practice time and playing time as more important than study time. They begin to believe the function of the school is to provide an opportunity to play ball.

This attitude begins in the elementary schools. I can't count the number of times I've heard, "I *can't* do this work tonight . . . I have a ballgame!" The most important issue on game days—even for nonparticipants—is "do you think we'll win?"—not what's happening in science or math.

Not only do academics suffer from lack of time spent on homework and study, but in many instances actual class time is spent supporting athletic functions. Every pep rally is held during class time—no matter what a teacher may have planned for that day.

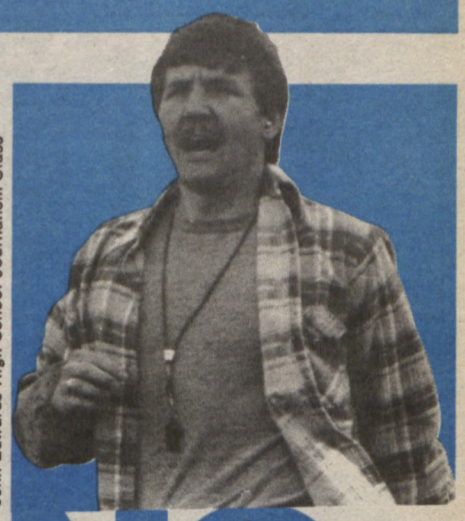
In many systems, academic teachers are required to sell tickets, monitor hallways, and perform other duties at ballgames. I don't know of any coach ever being required to work at a science fair, drama club presentation, or music program.

It's up to the education community to reestablish the priority of academic excellence over athletic achievement. The public is still more concerned with who wins the game than with reading, 'riting, and 'rithmetic. And the elected school board reflects that attitude.

In Kentucky, the high school record required for unconditional entrance into state-supported colleges and universities is being reevaluated. At a recent hearing, a state education agency spokesman was asked about students who fail to meet the proposed tougher requirements.

His reply: if a boy is seven feet tall and can dribble a ball, he'll be admitted.

Sports are still KING in Kentucky.



John Edwards High School Journalism Class

NO

Patrick McGrath, a seventh and eighth grade mathematics and computer programming teacher at John Edwards High School in Port Edwards, Wisconsin, also serves as head coach of his school's track team. For the past three years, McGrath has chaired the Wisconsin Education Association Council's Resolutions Committee.

Sports are an integral part of the high school experience. Athletics is in fact the original gifted and talented program, in existence long before we ever thought of gifted and talented curriculums. Physically gifted students were recognized and directed to sports that could best develop those gifts.

I recognize that critics of high school athletics sometimes have legitimate gripes, but good school policies can prevent serious problems.

I won't spend a lot of time defending the amount of money school districts spend on athletics. Indeed, that amount varies from place to place. I must point out, however, that in many districts—especially the larger ones—the money school sports bring in covers the expenditures—and more often than not provides a school budget surplus.

Over the years, as high school sports have become more popular, college and professional athletics have become a bigger and bigger business. Student athletes could get a free college education and possibly become wealthy playing a professional sport. This has led *some* community members as well as *some* school personnel to overemphasize school athletics.

I believe, however, that high school sports are not overemphasized to the detriment of academics *in a school system that has an educationally sound program.*

In the Port Edwards school system, for example, it's the coaching staff who set guidelines that students must follow in order to participate in sports. Because our coaches feel they were employed as teachers first and coaches second, one of our rules is that a student must be passing every class (D or better) during each quarter. Each athlete has his or her grades checked every three weeks. Any athlete whose grades don't measure up is not allowed to participate in sports for 15 days.

If after 15 days the grade average is passing, the student may again participate; if not, the student again has 15 days to improve his or her grades. This rule wasn't designed as a punishment, but as a time-out so the student can better concentrate on academic studies. It also serves as an incentive to the student to maintain good grades.

More school districts in our state are moving in this direction. In fact, one school tried to impose a rule requiring students to maintain a C average—and was taken to court by the parents of an athlete.

Our experiences as coaches cause us to believe that our best athletes—especially those with leadership skills—are also good students academically.

One of the main ideas I teach at the outset of each season is that no one person makes or breaks the team. If a student can't meet the guidelines for a sport, then that student shouldn't participate, no matter how "important" he or she may be to a team.

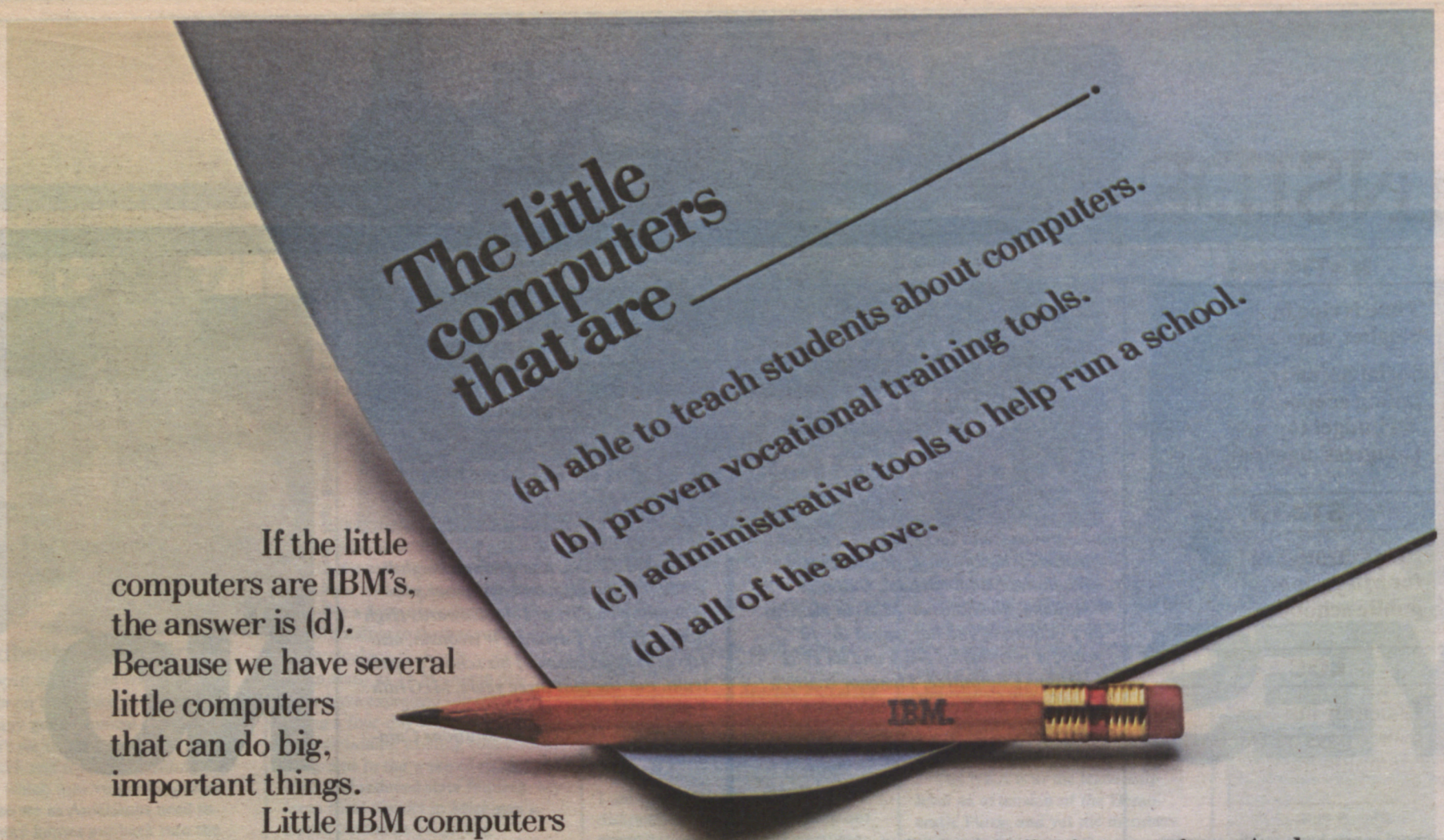
Another important concept coaches teach is that the season is successful if each athlete works to his or her ability. While it may be nice, winning is *not* everything to a coach.

Our biggest job as coach/teachers and teachers in general is to emphasize that concept with *parents*—especially those whose children really are exceptionally gifted in athletics. Many parents feel it's a direct attack on them if their child isn't permitted to participate for some reason.

We try to convince these people that academics must come first. Parents need to realize that only a small number of our students will become professional athletes but all of them will work at some time and will therefore need a solid educational background.

We in the profession (teachers and teacher/coaches) will determine in the end whether sports will be overemphasized. Only if we as coaches yield to the overriding need to win—or if we as teachers yield to pressure from parents, students, or a demanding coach—will academics become second-fiddle to athletics.

I have too much faith in my colleagues in the field of education to believe that this will ever occur.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